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Thematic

Module 9B:

Inventions and Explorations



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Grade Three **Thematic**

Module 9B:
Inventions and Explorations

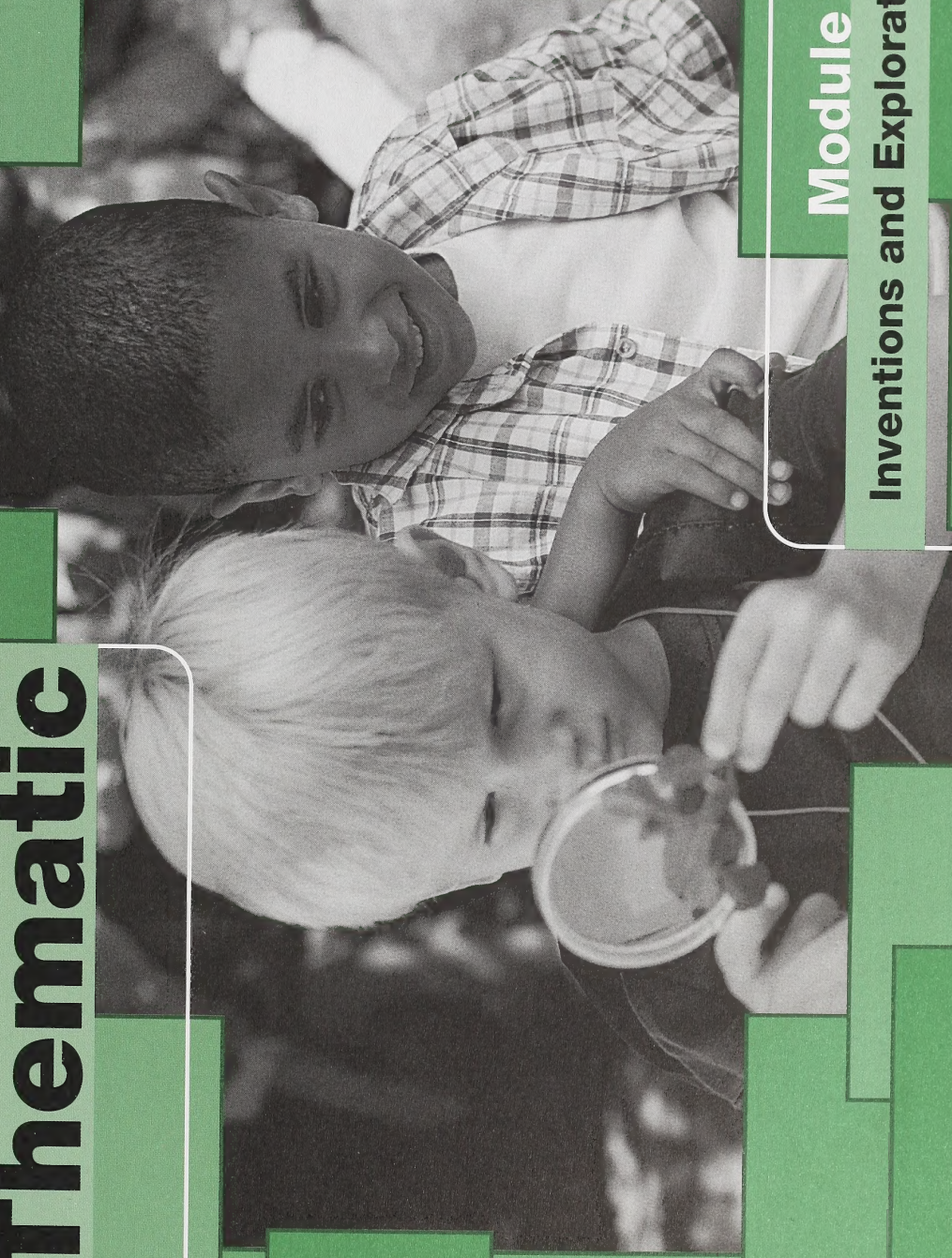


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Grade Three Thematic
Module 9B: Inventions and Explorations
Student Module Booklet
Learning Technologies Branch
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| | |
|-------------------------------|---|
| This document is intended for | |
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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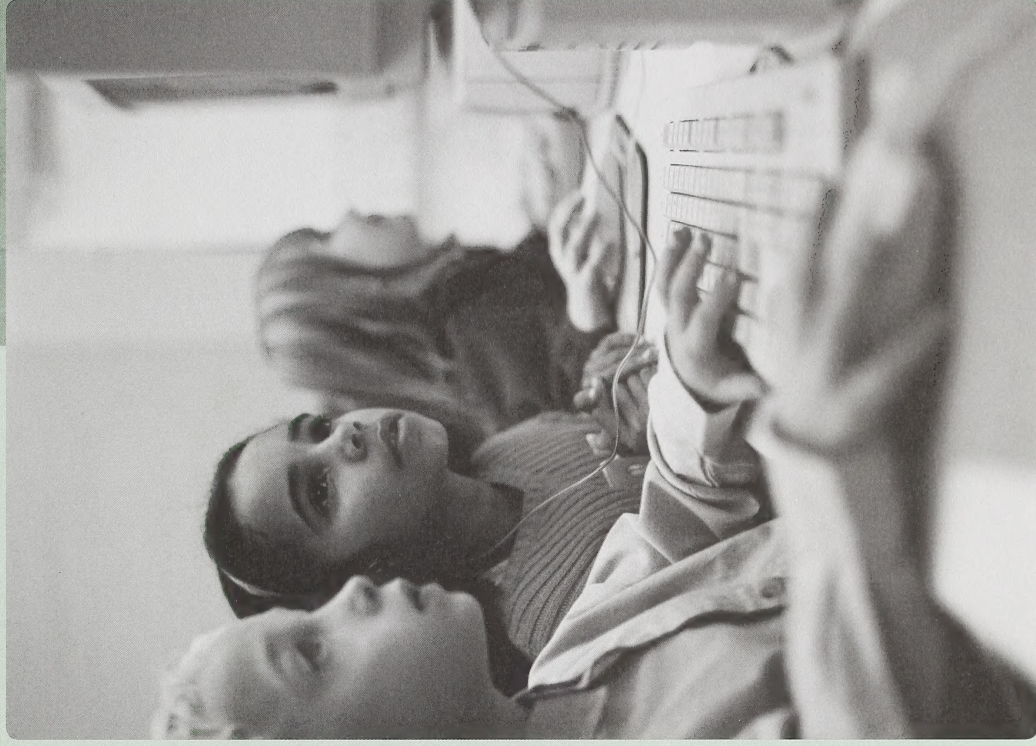
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Appendix



Module Overview

Are you ready to explore more new frontiers? In Module 9B you will take a trip into space and find out more about Mars. You will sail to Hawaii, explore a novel, and think about global citizenship.

What new discoveries will you make? What dreams do you have? Get started and see what awaits!

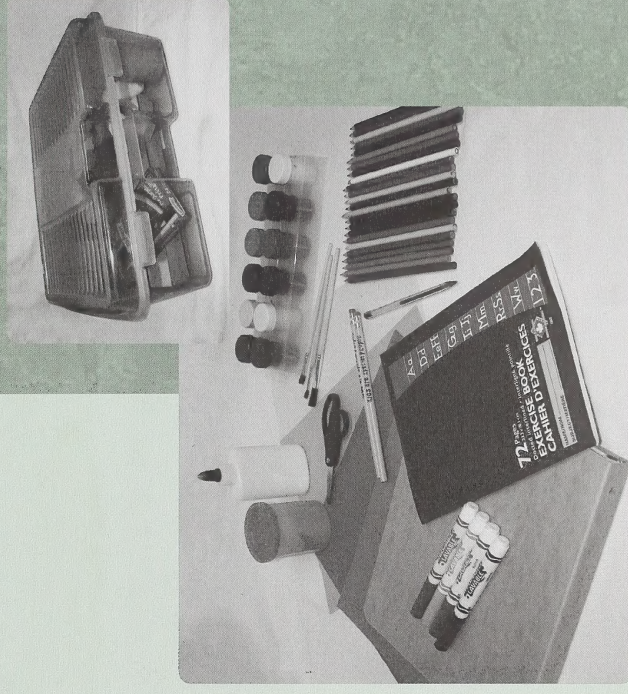


What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 9B, you will need

- Module 9B Student Module Booklet
- Module 9B Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Carving New Frontiers*
- Art Folder
- interlined notebook or paper for handwriting
- a variety of materials for building projects, such as two full soup cans

See the Home Instructor's Guide for more information.

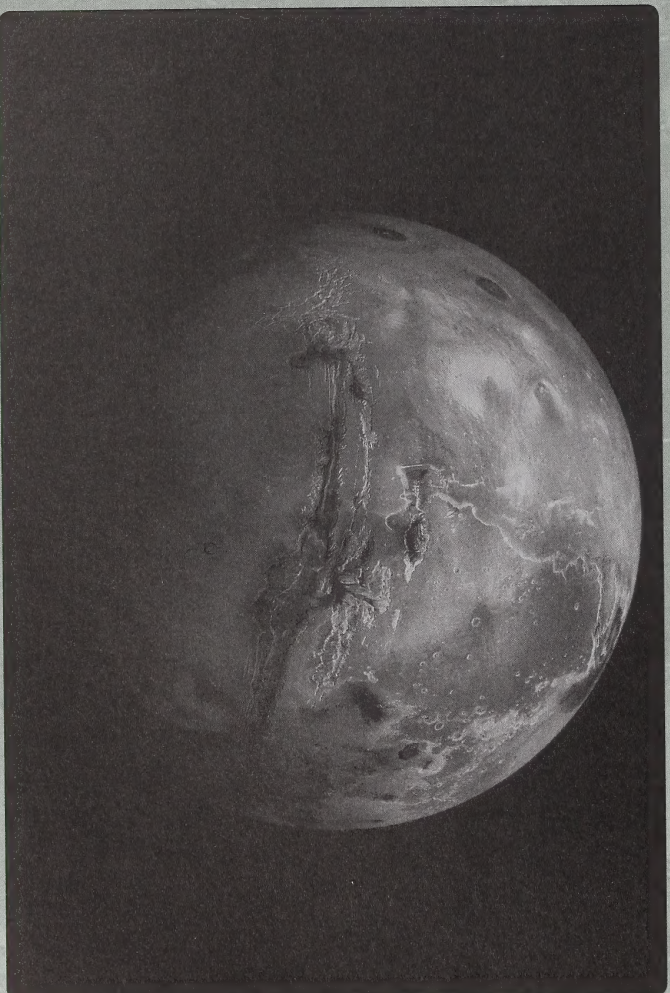


Day 10

The Last Frontier

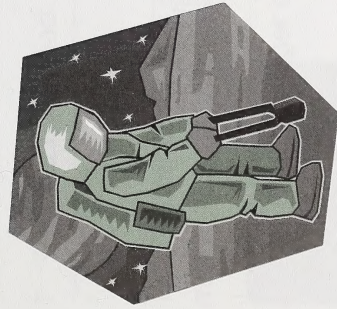
You have learned how inventors and explorers have carved new frontiers. Many people say that space is “the last frontier.”

Would you like to learn more about space exploration? Today’s reading selection tells how scientists are exploring the planet Mars.



Getting Started

Five hundred years ago, students your age may have stood on the docks of Portugal or Spain and dreamed about riches across the ocean. They wondered if the explorers who sailed away in ships would meet monsters or fall off the edge of the Earth. Imagine what a kid in the Americas was thinking at the same time?



Today you may dream about things that will be discovered in space. Do you think space explorers will discover **extra-terrestrials** or planets humans could live on? Why do you think people call space “the last frontier”? Remember, frontier means the edge of settlement, where the part that is seen to be wild and unknown begins. Do you think space really is the last frontier? Do you think new inventions and ideas may lead to the discovery of other frontiers for humans to explore? Tell your home instructor what you think.

extra-terrestrial: an alien;
a being from beyond Earth

Discuss the questions with the student. Add your own ideas to the discussion.

A New Frontier

Today you will read an article about space exploration. Do you remember what an article is? Tell your home instructor what you know about articles.



Take out *Carving New Frontiers*.

The student will tell you about the characteristics of articles. He or she should recall that articles are usually non-fiction and may contain diagrams, photographs, and headings, as well as factual information.

Turn to the Contents page. Find the article titled “Sojourner and Beyond.”

1. The article was written by _____.

Turn to the first page of the article. Look at the illustrations and photographs in the article. Read the “Did You Know?” information on page 50.

2. The article was illustrated by _____.

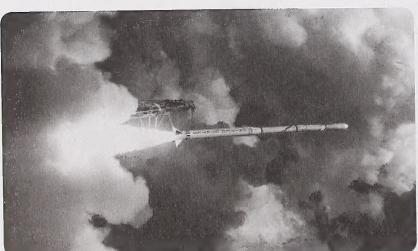
3. Sojourner means _____.

4. Sojourner was named after _____, an African-American woman who believed in the rights of all people.

In the past, explorers travelled to faraway lands to discover new and amazing things. Space exploration is the newest frontier. Read the introduction in bold print on page 48.

5. Who are the explorers in space?

The illustration and caption on page 48 shows the Pathfinder spacecraft carrying the robot Sojourner to the planet Mars. Why do scientists want to explore Mars? Read the rest of page 48 to find out.



6. Write two reasons scientists want to explore Mars.

Read page 49. Find out what invention allowed the spacecraft to land without crashing.

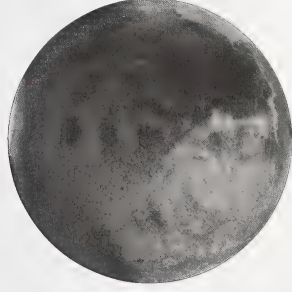
7. The spacecraft had _____ that allowed it to bounce.

The Sojourner robot is 65 cm in length. Find a metre-stick or tape measure and mark out 65 cm.

8. Is Sojourner bigger or smaller than you imagined?

bigger smaller

about the size I imagined



Read page 50 to find out what device helped the Sojourner travel around objects.

9. _____ told it when objects were in its path.

The student will tell you what information can be gathered from the photograph and caption on page 51.

Much new information is available about Mars. Both the United States and the United Kingdom launched missions to Mars in 2004. Your student may enjoy looking at the new pictures now available.

Check to see that the student has made appropriate corrections.

Look closely at the photos and the captions. They give you information that is not written in the article.

The robot shown on page 51 is being tested in the Mojave Desert. What other things can you learn from this picture and the caption? Tell your home instructor.

Read the information under the heading "Finding Out More About Mars."

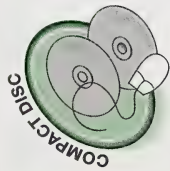
Do you remember when you studied rocks, soil, and fossils?

10. What do you think scientists might look for in soil and rocks from Mars?

Turn to the Suggested Responses on pages 21 and 22, and correct your work. If you need help, ask your home instructor for assistance.

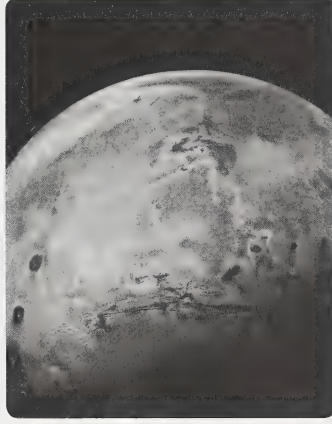


Martian landscape



Take out your *Grade Three Thematic Multimedia CD*.

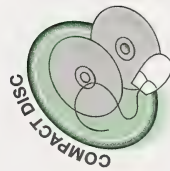
Find the segment called “MER Rovers.” Check out the rovers that are on Mars. Learn about the various parts of a rover.



Mars from space

Exploring Mars

Read “Fabulous Mars Facts” on page 52 to find out some interesting facts about Mars.



Take out your *Grade Three Thematic Multimedia CD*.

Find the segment called “Exploring Mars.” Learn some interesting facts about Mars and see what the rovers Spirit and Opportunity have revealed about the Martian landscape.



Explore Mars from your chair by exploring the websites listed at the end of "Sojourner and Beyond."

You may be able to find other interesting websites. Use a search engine and key in the words Mars or Mars exploration.

You learned five facts about Mars in "Fabulous Mars Facts." Use the information you found on the *Grade Three Thematic Multimedia* CD and on the Internet to write five more facts about Mars and Mars exploration.

11. List the new facts in point form.

- _____
- _____
- _____
- _____
- _____

Turn to the Suggested Responses on pages 22 and 23, and correct your work. If you need help, ask your home instructor for assistance.

If there is a science museum or planetarium near your home, you may wish to visit it to allow the student to find out more about Mars, Mars exploration, or other planets in the solar system.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 9B. Do Assignment 1: Spelling Pre-test.

Phonics

Dictionaries help you understand the meaning of a word or to find out if you have spelled a word correctly. When you look up a word in the dictionary, you want to be able to find the word quickly.

Dictionaries are often divided into three parts. The first part has words that begin with letters that come first in the alphabet. The second part has words that begin with letters from the middle of the alphabet. The last part has words that begin with letters from the end of the alphabet.

Refer to the Home Instructor's Guide for the spelling words and dictation procedures.

If your student is using the *Gage Canadian Junior Dictionary*, show him or her how the top corners of the pages are coloured to indicate the first, middle, and last letters of the alphabet.

See the Home Instructor's Guide for instructions for the game.

When you are looking for a word in the dictionary, think about the beginning letter. Then think about where you would find words that begin with that letter. Would the word be near the beginning, the middle, or the end of the dictionary? Flip to that section of the dictionary and look at the guide words. Go forward or backward as needed.



Play a game with your home instructor to help you practise this skill.

12. Find the following words in your dictionary. Write beginning, middle, or end to tell where in the dictionary you found the word.

butter _____

laugh _____

young _____

umbrella _____

milk _____

wrinkle _____



Go to your Phonics book for more practice with dictionary skills.
Do pages 199 and 200.

Turn to the Suggested Responses on pages 23 and 24, and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



Go to Grade Three
Mathematics.



Your home instructor will
tell you about today's
physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Frontiers in Construction

You have learned a lot about how materials and shapes affect the strength of an object. You have also learned that objects are designed to fit a purpose. Sometimes even professional designers and engineers have surprises when they build something. They may have to make changes as they work on a project.

When engineers began building the highway from Fort St. John, British Columbia, north to Alaska, they had a big surprise.

They had to build the road over permafrost and muskeg!

Module 9B: Inventions and Explorations

The student will predict the meaning of *permafrost*.

The student will predict the meaning of *muskeg*.

Do you know what permafrost is? Tell your home instructor what you think it might be. Look it up in the dictionary. Will it be listed near the beginning, the middle, or the end of the dictionary?

13. Permafrost is _____.

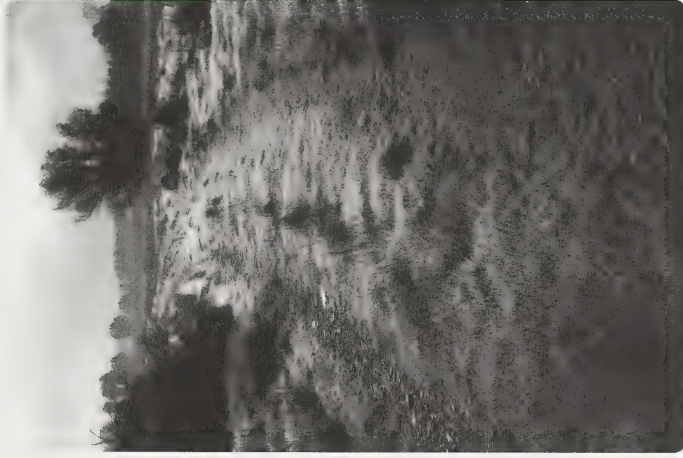
Do you know what muskeg is? Tell your home instructor what you think it might be. Look it up in the dictionary. Will it be listed near the beginning, the middle, or the end of the dictionary?

14. Muskeg is _____.

As you probably found out, muskeg is soft and spongy land. It is very difficult to build roads over the muskeg because the road just sinks into the soft, wet surface. The engineers decided to scrape the muskeg to the side in order to find a firm surface for the road. Under the muskeg they found permafrost. They hauled gravel over the uncovered permafrost and packed it down to make the road.



What do you think happened then? Tell your home instructor.



When the permafrost was uncovered, it began to melt. As it melted, pools of water formed, so the road sank deeper into the ground. Soon there was water in the middle of the road in many places. In other places, the road surface waved up and down. As you can guess, this was not a very safe or stable road!

Have you ever noticed cartoons in the newspaper that make fun of something that happened in the news? Ask your home instructor to show you a cartoon like this from a newspaper or magazine.

The student will predict what happened.

Find a cartoon that makes a comment on a current event. Discuss the cartoon with the student.

15. Draw a cartoon about the Fort St. John highway. Your cartoon should have a speech balloon or a thought bubble that makes a funny comment.



A few years later, a road was built from Dawson, Yukon, to Inuvik, Northwest Territories. The road was necessary because oil and gas had been discovered in the north.

Take out your atlas. Turn to the table of contents. Find a map of Canada.

Find Dawson in the Yukon; then find Inuvik in the Northwest Territories.

Use the map scale to find out how far it is from Dawson to Inuvik.

If necessary, review how to use the map scale to determine distance.

16. The distance from Dawson to Inuvik is about

- ☐ 200 km
☐ 1000 km
☐ 500 km
☐ 2000 km

The road engineers were now wiser about building roads across permafrost and muskeg. They learned from the mistakes that were made on the Fort St. John highway. This time they did not scrape away the muskeg to make the road. Instead, they scraped the sides of the road to make ditches. Then they piled that material on top of the road. Gravel was dumped on top of the piles of material. That way the permafrost was protected and did not melt. The road had a hard, stable base. The road was later named the Dempster Highway, after an RCMP inspector who served in the Yukon.

Turn to the Suggested Responses on page 24 and correct your work. If you need help, ask your home instructor for assistance.



Go to Assignment Booklet 9B. Do Assignment 2: Dempster Diagram.

Remember that when you are building things, you may need to make changes as you build. Use what you learn to make it better the next time!



Dempster Highway

Check to see that the student has made appropriate corrections.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Looking Back

Instead of writing an entry in your journal today, draw a cartoon to show how your day went. Show yourself with a speech balloon.

Journal Entry



Glossary

extra-terrestrial: an alien; a being from beyond Earth

muskeg: an area of bog or soft, wet, spongy ground made up of decaying plants, especially mosses

There are vast regions of muskeg in northern Alberta.

permafrost: ground that is permanently frozen
Sometimes it partly thaws in the summer.

Suggested Responses

1. The article was written by Todd Mercer.
2. The article was illustrated by Dave McKay.
3. Sojourner means “traveller.”
4. Sojourner was named after Sojourner Truth, an African-American woman who believed in the rights of all people.
5. robots

6. You may have listed any two of the following reasons:

- Mars is the planet closest to Earth.
- Mars is the planet most like Earth.
- Mars is the only other planet that people would be able to live on in the next hundred years.

7. The spacecraft had airbags that allowed it to bounce.

8. Your answer will depend upon your perceptions. You may have imagined the robot to be bigger than it is.

9. Lasers told it when objects were in its path.

10. Scientists might look for fossils in the rocks or bits of organic material in the soil.

11. Facts will vary, depending upon the sources that were used for information. Facts from the website mentioned in *Collections: Carving New Frontiers* include the following:

- Mars is more butterscotch in colour than red.
- Mars has the largest volcano in the solar system.
- Mars has the deepest canyon in the solar system.

- Scientists believe water once flowed on Mars.
- The environment of Mars is now most like a dry, rocky, cold desert.
- It takes Mars twenty-two and a half months, or 687 Earth days, to orbit the sun.
- The gravity of Mars is about $\frac{1}{3}$ the gravity of Earth.
- The atmosphere of Mars is mostly carbon dioxide.
- Mars has two moons.
- The moons are named Phobos and Deimos.
- Phobos revolves around Mars three times in a Martian day.
- Mars is smaller than Earth.
- Mars has polar caps.

12. **butter** beginning laugh middle
 young end umbrella end
 milk middle wrinkle end

Phonics

Page 199

- | | | | |
|------------|---------------|------------|---------------|
| 1. aunt | 2. joy | 3. read | 16. beginning |
| 4. brother | 5. love | 6. sister | 17. end |
| 7. doctor | 8. mother | 9. teacher | 18. middle |
| 10. family | 11. myself | 12. uncle | 19. beginning |
| 13. father | 14. neighbour | 15. write | 20. end |

Phonics

Page 200

- | | |
|----------------|----------------------|
| 1. end, before | 2. beginning, before |
| 3. middle, on | 4. middle, after |

13. Permafrost is ground that is permanently frozen.

14. Muskeg is an area of bog or soft, wet, spongy ground.

15. The cartoon should make a comment about the Fort St. John highway.
It should include a speech balloon or a thought bubble.

16. The distance from Dawson to Inuvik is about

- ☐ 200 km
☐ 1000 km
☒ 500 km
☐ 2000 km

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| 19 | Eugene Hunka |



Would you like to travel across the ocean on a small sailboat? What kind of discoveries do you think you would make? You will read about the adventures of a Canadian boy named Sam and his family today.

Have you ever wondered how daily life in other places is different from your life? After you find out about life on a sailboat, you will have a chance to compare your life to that of a Peruvian girl named Rosa.

Getting Started

You have learned many strategies this year that can help you read.

What do you do when you come to a word you don't know? Put a check mark by the strategies that you use most often.

- ☐ I think about the sounds of the letters and letter combinations.
- ☐ I break the word into smaller parts.
- ☐ I read the rest of the sentence and try to think of a word I know that would make sense in the sentence.
- ☐ I decide if the difficult word is a noun, verb, adjective, or adverb by its position in the sentence.
- ☐ I read the rest of the paragraph to find out the main idea, and then go back and reread the part with the difficult word.
- ☐ I look at pictures, diagrams, and headings in the selection for clues.
- ☐ I look up the word in a dictionary to find out how to say it and what it means.
- ☐ I ask someone what the word is.

I like to read the rest of the sentence and try to think of a word I know that would make sense in the sentence.



Discuss the various strategies listed here and on the next page with the student. Help the student select those that he or she uses most often. Encourage the student to try others as well.

What do you do when you are reading and come to an idea you don't understand? Put a check mark by the strategies that you use most often.

- ☐ I use a dictionary to find the meaning of the word or words that tell about the idea.
- ☐ I ask someone to explain the idea to me.
- ☐ I read the rest of the sentence to look for more clues about the idea.
- ☐ I think about what I already know about the subject.
- ☐ I look at pictures, diagrams, and headings for clues.
- ☐ I read the rest of the paragraph to see if the idea is explained.
- ☐ I make predictions about the meaning of the idea and then read on to see if my predictions are right.
- ☐ I continue reading and then go back and reread the page or paragraph.



I make predictions about the meaning of the idea and then read on to see if my predictions are right.

Sailing to Hawaii

Do you understand stories better when you read them a second time? Can you read aloud more smoothly after you have practised a story? Even adults find that reading a selection more than once improves their understanding and reading.

Today you will make two recordings of your reading. In the first recording, you will read aloud without practising.

Before you do the second recording, you will read the whole story, find out more about words you don't know, and then practise the selection.



Take out *Carving New Frontiers*.

Turn to the Contents page. Find "Hawaii, Here We Come!"

1. What type of selection is this?
-



Turn to the selection. Read the introduction on page 53.

2. Who are the main characters that the introduction tells about?

3. Look at the photo and the map on page 53. How do the photo and the map help you understand the setting of this selection?

Look through the rest of the story.

4. How is the diary organized?

- ☐ There are entries with dates.
- ☐ The entries are in order from the earliest date to the latest date.
- ☐ There are drawings and diagrams.
- ☐ All of the above answers are correct.

Have you ever written in a diary?

If the student has written in a diary, ask what kind of things he or she wrote about in it.



Take out a tape recorder and a blank audiotape or use a computer with recording capability.

Label the audiotape or CD with your name. Write the module and day number on it as well.

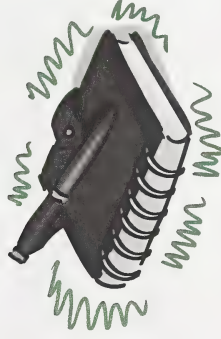


When you start recording, say your name, the module number, and the day number.

Turn to page 55 in the book. Do not read it silently or practise it first. Read the June 6 entry aloud. Record the entry as you read.

Did you have trouble reading or understanding some of the words in this entry?

5. Write the words you had trouble with on the following lines.



Find the meaning of each word in the dictionary or ask your home instructor to tell you the meaning.

Now go back to the beginning of this reading selection. Read the whole diary silently.

6. Do you think you would like to take a trip on a sailboat? Explain why or why not.

Turn to the Suggested Responses on pages 42 and 43, and correct your work. If you need help, ask your home instructor for assistance.

Help the student with recording the June 6 entry.

Check to see that the student has made appropriate corrections.

Discuss the questions with the student.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose four challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.

Look back at the diary entries. Go back to the June 6 entry. Practise reading it aloud a few times. Be sure you understand all the words and their meanings. Record the June 6 diary entry again. Try to read clearly. Use the punctuation marks in the story to tell you when to pause and how to put expression into your voice.

Listen to the two recordings. In the first recording, what did you do when you came to words you didn't know? How did you figure them out? Which recording sounded best? Was it easier to read when you understood the meanings of all the words? Discuss these questions with your home instructor. You will send the recording to your teacher on Day 18.

Spelling

Find Assignment 1: Spelling Pre-test in your Assignment Booklet. Write the words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose **four** challenge words. Write them too.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Take out your Writing Dictionary.

Write all the spelling words from the Spelling Pre-test in your Writing Dictionary. The words are

again beautiful know something
they upon were what

Put each word on the page with its beginning letter. Add your challenge words to your Writing Dictionary too.

| A a |
|----------|
| animal |
| anything |
| about |
| again |
| |
| |

Phonics

You have learned about antonyms, synonyms, and homonyms.

- Antonyms are words that _____.
- Homonyms are words that _____.
- Synonyms are words that _____.

Have you ever noticed words in a dictionary that are spelled the same but have two totally different meanings?

The student will tell you what he or she thinks the word *toasted* means in this sentence.

Read the following sentence. It comes from today's reading selection.

"We toasted to the trip with ice-cream cones."

What does the word *toasted* mean in this sentence? Tell your home instructor what you think.

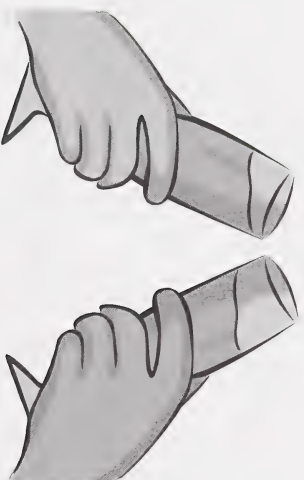
Take out your dictionary. The base word of *toasted* is *toast*. Find *toast* in the dictionary. You should see two entries for the word. These entries may have small bold numbers before or after them.

10. Write the meaning for the first entry.

toast¹ _____

11. Write the meaning for the second entry.

toast² _____



Words that are spelled the same but have different meanings are called **homographs**.

Use your dictionary to find meanings for the following homographs.

12. **kind** ¹ _____

13. **kind** ² _____

14. **tart** ¹ _____

15. **tart** ² _____

When you are reading and notice a homograph, look carefully at the rest of the sentence. The way the word is used in the sentence can help you decide which meaning is the correct one.



Go to your Phonics book for more practice with homographs. Do pages 201 and 202. Read carefully and think about the meaning of each word.

Turn to the Suggested Responses on pages 43 to 45, and correct your work.
If you need help, ask your home instructor for assistance.

homographs: words that are spelled the same but have different origins and different meanings

Check to see that the student has made appropriate corrections.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Life in Another World Community



In today's reading selection, you met a boy named Sam. Sam and his family sail to Hawaii on a sailboat. When they visit Hawaii, Sam discovers that the Hawaiian Islands are part of the United States. He finds out that life in Hawaii is much like life in Canada, except the climate is a lot warmer!

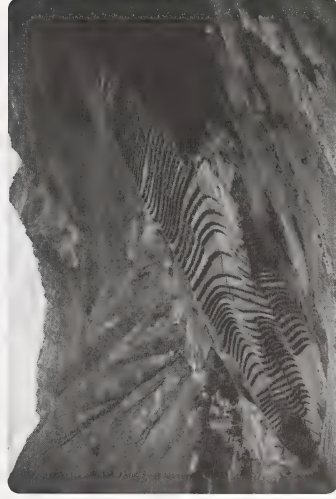
After visiting Hawaii for a few weeks, the family continues its journey. The next stop is Lima, Peru.

If you have a globe, find Hawaii and Peru on it. Use your finger to trace the route from Hawaii to Peru.

Help the student find Hawaii and Peru on a globe or in an atlas.



Plaza San Martín, Lima, Peru



Inca terraced farms provide cropland in Peru.

Find the diary entry in the Home Instructor's Guide. Read it aloud to your student.

When Sam arrives in Lima, he has a chance to spend the day with his pen pal. Your home instructor will read you his diary entry.



Go to Assignment Booklet 9B. Do Assignment 3: A Day in Peru.



If you would like to learn more about life in Peru, visit the following websites or search for information on the Internet.

- Peru in Wikipedia
<http://en.wikipedia.org/wiki/Peru>

- Virtual Peru
<http://www.virtualperu.net/>

If you want to find out how many Peruvian nuevos soles could be exchanged for a Canadian dollar, try this website:

- The Universal Currency Converter
<http://www.xe.com/ucc/>



Sailboat



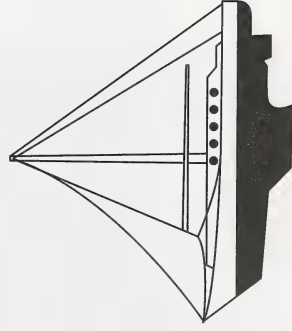
Take out *Carving New Frontiers*.

Turn to page 54. Take a closer look at the diagrams of the *Kluane II*.

Do you know the purpose of each part on the sailboat? Find the **keel** and the **rudder** in the diagram of the sailboat.

The keel at the bottom of the boat keeps the boat from tipping over. It is usually filled with a heavy metal so that the boat will not tip over in the water.

The rudder can be moved from side to side by a steering wheel or lever in the sailboat. It acts like the wheels of a car, and helps change the direction of the sailboat.



keel: the main supporting piece of wood or steel that runs along the bottom of a ship or boat

rudder: a flat blade attached vertically at the back end of a boat or aircraft in order to steer it

Find each of the following parts on one of the diagrams in Sam's diary. Then tell what that part of the sailboat is used for. If you don't know, find the word in the dictionary.

16. A **helm** is used to _____.
17. A **mast** is used to _____.
18. The **hull** is the _____.
19. The **galley** is used to _____.

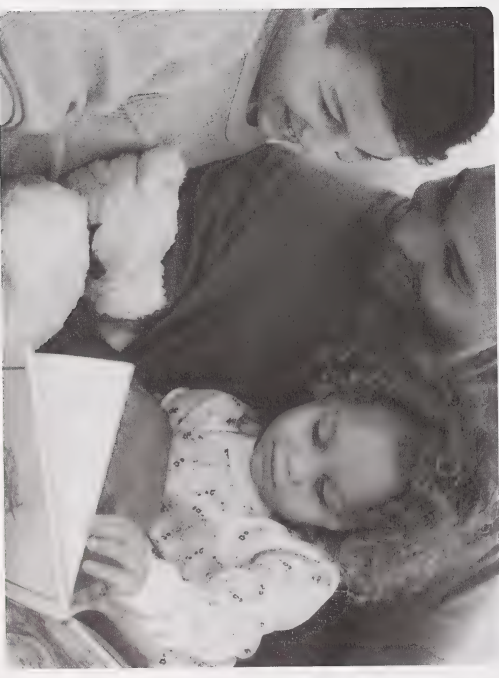
Turn to the Suggested Responses on page 45 and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.

Consider reading a Peruvian folk tale if you have one.

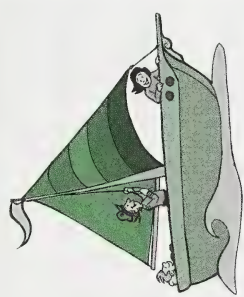
Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.



Looking Back

Imagine that you and your family are going on a sailboat trip around the world. Which countries would you like to visit? Why? What would you miss most if you had to live on a sailboat for a long time?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

galley: the kitchen of a ship or plane

helm: the handle or wheel used to steer a ship

homographs: words that are spelled the same but have different origins and different meanings

hull: the main body of a ship or plane

keel: the main supporting piece of wood or steel that runs along the bottom of a ship or boat

mast: a long pole of wood or steel set upright on a ship to support the sails and ropes

rudder: a flat blade attached vertically at the back end of a boat or aircraft in order to steer it

Suggested Responses

1. This is a diary.
2. Sam, his brother Charlie, his mom, and his dad

3. The photo shows Sam on the boat and the map shows the journey across the ocean.

4. How is the diary organized?

- ☐ There are entries with dates.
- ☐ The entries are in order from the earliest date to the latest date.
- ☐ There are drawings and diagrams.
- ☒ All of the above answers are correct.

5. Answers depend upon the words that you had difficulty with. You may have chosen some or all of the following words:

- | | | |
|-----------------|---------------|-------------|
| • medicine | • permanent | • albatross |
| • wonderful | • especially | • edible |
| • oceangoing | • vessels | • currents |
| • incredibly | • shallow | • grooves |
| • incubate | • convert | • substance |
| • deterioration | • spectacular | • courtship |

6. You should have explained why you would or would not like to travel in a sailboat. Any reasonable answers are acceptable.

7. Antonyms are words that mean the opposite of one another.

8. Homonyms are words that sound the same but have different meanings and spellings.

9. Synonyms are words that mean the same.

10. and 11. These answers may be in a different order, depending upon the dictionary you used.

toast: bread made brown and crisp by heat

toast: take a drink and wish good fortune to someone

12. and 13. These answers may be in a different order, depending upon the dictionary you used.

kind: friendly, caring, and helpful

kind: sort, variety

14. and 15. These answers may be in a different order, depending upon the dictionary you used.

tart: a piece of pastry like a small pie

tart: sour

Phonics

Page 201

1. 1 2. 3 3. 2 4. 2

Phonics

- | | | | |
|------|------|------|------|
| 1. 2 | 2. 1 | 3. 2 | 4. 2 |
| 5. 1 | 6. 2 | 7. 1 | 8. 1 |

- 16. A helm is used to steer a boat or ship.
- 17. A mast is used to hold up the sail.
- 18. The hull is the main body of a boat.
- 19. The galley is used to cook food.

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Day 12

Read a Chapter Book

Have you picked out a chapter book to read? You will have several days to read the book you have chosen.

Do you know what climate change is? Governments around the world are working together to prevent global warming. Today you will find out more about it and think about how you can help.



Getting Started

If you have not already chosen a chapter book to read, do it now.

Take a close look at the book.



Help the student choose a novel if this has not already been done. See the Home Instructor's Guide for more information.

1. How is it different from *Collections: Carving New Frontiers*?

2. How is it different from a picture book?

3. What information do you see on the front cover of the book?

novel: a long piece of fiction that usually contains several chapters

chapter: a main division of a book

If necessary, help the student plan how many chapters to read each day in order to complete the book in five school days.

Check to see that the student has made appropriate corrections.

4. What information do you see on the back cover of the book?
-

Reading a chapter book or **novel** is different from reading a picture book story. A novel is usually divided into sections or **chapters**. Sometimes each chapter has a title that will give you clues about what will happen in that chapter.

Look at the number of chapters in your novel.

5. There are _____ chapters in the book I have chosen.

Think about how many chapters you will need to read each day in order to be finished on Day 16 of this module.

6. I will read _____ chapters each day.

Turn to the Suggested Responses on pages 57 and 58, and correct your work. If you need help, ask your home instructor for assistance.

My Chapter Book

Each day, you will complete some tasks as you read your chapter book.

Turn to the Appendix of this Student Module Booklet and remove all the pages for the Reading Response Journal. Staple the pages together to make a booklet.



As you read, you will probably find words, phrases, or ideas that are unfamiliar to you. When you come to a word, phrase, or idea you don't understand, write it in the Vocabulary Log in your Reading Response Journal. The Vocabulary Log looks like this:

| Page | Word, Phrase, or Idea | Meaning |
|------|-----------------------|---------|
| 6 | incubate | |
| | | |

To find the meaning of the word, phrase, or idea, you can

- use a dictionary
- figure out the meaning by reading the words and sentences around it

Write the meaning of the word in the Vocabulary Log.

| Page | Word, Phrase, or Idea | Meaning |
|------|-----------------------|-----------------------------|
| 6 | incubate | keep warm in order to hatch |
| | | |

Each day, when you finish reading a section of the book, you will do an activity in your Reading Response Journal.

Begin reading your chapter book. When you come to a word, phrase, or idea you don't understand, write it in the Vocabulary Log and find the meaning for it.

After you have finished reading, look at the cover of the Reading Response Journal. Fill in the blanks and then draw an illustration that tells about the book. Find the Day 12 activities in your Reading Response Journal and do them too.



Put your Reading Response Journal in your Writing Folder. You will need it on Day 13.

Spelling

Look back to the Day 11 spelling activity.

Look at each word on the list. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your Spelling Pre-test.



Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Write your sentences on the following lines.

Show each sentence to your home instructor when you are finished writing it.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for further information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.



Phonics

You are nearly finished your Phonics book. Today you will review synonyms, antonyms, and homonyms.

7. Do the following word search. Use the clues to find and circle the words.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| W | E | I | G | H | T | F | D |
| T | A | T | E | O | P | R | I |
| S | V | I | M | T | R | Q | S |
| N | I | N | O | S | E | B | C |
| H | L | Y | E | M | T | J | O |
| F | O | R | E | S | T | B | V |
| R | S | U | N | O | Y | P | E |
| S | T | R | I | G | H | T | R |

Find the following words:

- | | |
|-------------------------|----------------------|
| a homonym for knows | an antonym for found |
| a synonym for beautiful | a synonym for find |
| an antonym for huge | a homonym for wait |
| a synonym for woods | an antonym for cold |
| a homonym for eight | a homonym for write |



Go to your Phonics book for more practice. Do page 203.

Turn to the Suggested Responses on page 58 and correct your work. If you need help, ask your home instructor for assistance.



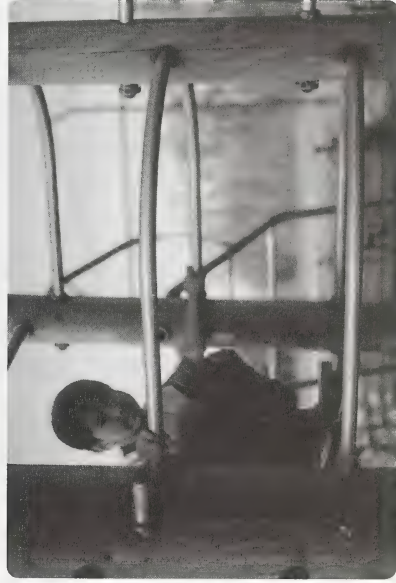
Do you like to do word puzzles? Visit <http://www.vocabulary.co.il/> for lots of puzzle fun.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



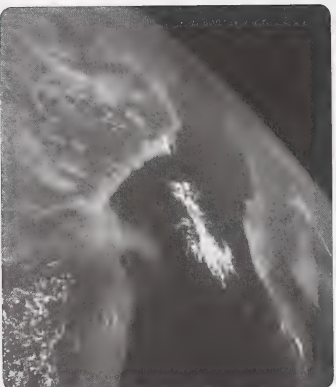
Check to see that the student has made appropriate corrections.

Silent Reading

You can read your novel during silent reading time if you like.



Caring for the Environment



Astronauts say that when they look down on the Earth, it is very beautiful. There are no boundaries between countries—just water and land. Astronauts know that everyone in the world has to work together to care for the environment.

You have learned how events in one part of the world can affect what happens in other parts of the world.

One of the things that scientists are concerned about is global warming. Scientists think that the pollution from industries and vehicles may be causing the world to get warmer. This may be causing droughts, floods, and other bad weather. Much of the pollution comes from industrialized countries, like the United States, Canada, Japan, and European countries.

Scientists are trying to get all the countries of the world to work together to prevent global warming. They have made up a plan that may keep the world from getting warmer. Some countries, such as Canada, Japan, and Germany, have agreed to work on this plan.



Ask your home instructor to tell you about the things that people and governments are doing to prevent global warming.

Think of three ways that you can help prevent global warming. Anything that prevents pollution will help.

8. I can _____

Turn to the Suggested Responses on page 59 and correct your work. If you need help, ask your home instructor for assistance.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Tell your student about some of the things that countries are currently doing to prevent global warming, such as creating laws to limit air pollution and investing in research to limit all kinds of pollution. Also tell your student about things individuals can do. Review activities such as car pooling, riding a bicycle, or walking instead of driving; recycling, reducing, and reusing goods; refusing to buy goods with excess packaging; planting trees; and limiting the use of pesticides and herbicides.

Check to see that the student has made appropriate corrections.

Looking Back

Are you looking forward to reading more of your chapter book? Would you like to be friends with one of the main characters in the book you are reading? Tell why or why not.



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

chapter: a main division of a book

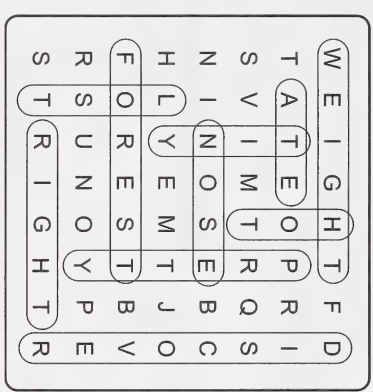
novel: a long piece of fiction that usually contains several chapters

Suggested Responses

1. You should have noticed that the novel is one long story about the same characters, not several different stories, like *Carving New Frontiers*.
2. You should have noticed that the novel has several chapters, that it is much longer than a picture book, and that there is more writing and fewer pictures in a chapter book than in a picture book.
3. Answers may vary depending upon the information on the cover of the particular novel you have chosen. The front cover usually includes the title, an illustration, and the name of the author and illustrator. The front cover may also include awards the book has won. Check the front cover of your chapter book to confirm your answer.
4. Answers may vary depending upon the information on the back cover of the particular novel you have chosen. The back cover may include a brief summary of the story. There may also be information about the author, the publisher's name, or reviews of the book. Check the back cover of your chapter book to confirm your answer.

5. You should have indicated the number of chapters in the novel. Check the novel to confirm the answer.
6. You should have decided how many chapters you need to read each day in order to complete the novel by Day 16. Check your calculation again to be sure you will be finished on Day 16.

7.



Phonics

Page 203

- | | | | |
|--------------|---------|----------|-----------|
| 1. display | 2. find | 3. quick | 4. raise |
| 5. something | 6. high | 7. light | 8. come |
| 9. write | 10. by | 11. deer | 12. stair |

8. Any action that will help prevent global warming is acceptable. Answers may include reducing, reusing, recycling; walking instead of driving; buying goods without excess packaging; conserving natural areas; or planting trees and other plants.

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Day 13

Building Bridges

Have you heard the expression “building bridges”? You know that engineers design and build bridges. Did you know that the phrase can also mean making connections with others? You may hear people talking about building bridges between communities or countries.

Today you will learn more about how countries build bridges to each other. You will also build another model bridge today. Are you ready to get started?



Getting Started

Reading a novel is like travelling over a bridge into a new place. If it is a good novel, you feel like you are having the adventures with the characters. What events have happened so far in your chapter book? Do you feel like you are travelling to a new place when you start reading? Tell your home instructor.

My Chapter Book



Take out your chapter book.

Does your chapter book contain conversations between the characters? In many novels, part of the story is told through the conversations between characters. As you read today, you will look for conversations or **dialogue**.

1. Which punctuation marks tell you that someone is talking?

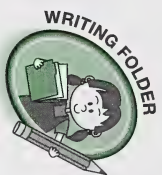
- ☐ question marks
- ☐ quotation marks
- ☐ exclamation marks
- ☐ periods

Turn to the Suggested Responses on page 74 and correct your work. If you need help, ask your home instructor for assistance.

Ask the student to retell what has happened in the novel so far.

dialogue: the actual words that people or characters in a play or story say

Check to see that the student has made appropriate corrections.



Take out your Reading Response Journal.

Begin reading your chapter book. When you come to a word, phrase, or idea you don't understand, write it in your Day 13 Vocabulary Log and find the meaning for it.

Watch for conversations between characters. Think about how the conversations help tell the story or describe a character's feelings.



When you are finished reading, look back and find an interesting conversation in one of the chapters you read today.

Practise reading the conversation aloud. Try to make it sound just like the characters would sound. Use the punctuation marks to help you.

Read the conversation you selected aloud to your family or your home instructor.

Now find the Day 13 activity in your Reading Response Journal and do it.

The student will choose and read aloud a portion of the dialogue from the novel.



Put your Reading Response Journal back in your Writing Folder. You will need it on Day 14.

Spelling and Handwriting



Take out your interlined notebook or interlined paper.

Look back to the spelling list on Day 11. Make up a sentence for each spelling word and challenge word on your list.

Write the sentences in handwriting in your notebook or on your interlined paper. Look at your handwriting chart if you need to.

Underline each spelling word.

Show the sentences to your home instructor when you are finished.



Check the handwriting for correct letter formation and joins and for consistent slant. Also check the words for accurate spelling.

Phonics

Over the last few weeks, you have practised using a dictionary. You have also learned about antonyms, homonyms, synonyms, and homographs.

Today you will use what you have learned to help you read a story.



Carefully remove page 205 from your Phonics book. Fold the page to make a story booklet.

Read the story silently.

2. How was Nina's art project different?

Did you notice synonyms, antonyms, and homonyms in the story? Read the story again.

3. Find the following words in the story.

an antonym for same _____ a homonym for know _____

an antonym for usual _____ a homonym for flower _____

an antonym for new _____ a synonym for pretty _____

a homonym for blue _____ an antonym for easy _____

a homonym for two _____ a homonym for weigh _____

Turn to the Suggested Responses on page 74 and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

You can read your chapter book during silent reading time if you like.

Building Bridges

You have discovered that the people of the world are connected in many ways. You have learned about human rights. You know that the basic needs of food, shelter, and water must be met for all people. You also have seen how the environment is the concern of all world citizens. All communities need safety and peace.

It is not always easy to build bridges or create connections between countries. People may not agree about the best way to solve problems. What is good for the people in one country may not be good for the people in another country. It is a challenge to work with someone who lives far away.

There are many times, however, when actions by people or groups in one country can make a difference to people in another place. Can you think of ways that groups build bridges between countries? Tell your home instructor.

Sometimes people travel to another country to become volunteers. They share their special skills with people who live there. Teachers may volunteer to teach in parts of the world where there is no money to educate students. Doctors and other medical professionals may help in areas where there are few hospitals or clinics.



Ask the student to talk about some of the groups that have been discussed in previous lessons. Groups from the United Nations (UNICEF, World Health Organization), humanitarian groups (such as the Red Cross and Red Crescent), and religious groups may help people in many countries.

Engineers might volunteer to go to countries where people need access to drinking water. They help the people locate water and drill wells for villages. They can also show the people how to keep the water free from germs after the well is drilled.

Some people may volunteer during a vacation to build homes for people in a poor community. Groups, such as Habitat for Humanity, organize these volunteers and provide shelter for families without homes.



There are many ways people can build bridges between countries. You may know someone who adopted a foster child in another country. Money is sent to an organization that provides food, clothing, medical treatment, and education for the child. You or someone you know may have prepared gift boxes, donated used eyeglasses, or sent school supplies to children in another country.

People can and do make a difference in the lives of other people in communities around the world. All of these people are building bridges between countries and communities.

Pretend that you are part of a group that is helping a family in another country. This family had to leave their home because of a drought that may be related to global warming. They have little food, no home, and only a small amount of clothing. There is no health clinic or school in the camp where they are living.

4. Brainstorm five or six ways that your group could help.

On Day 5 of Module 9A you started a chart to help you decide whether Canadians should share goods, knowledge, and skills with people in other countries.

What conclusion have you come to?

Turn to the Suggested Responses on page 75 and correct your work. If you need help, ask your home instructor for assistance.



Go to Assignment Booklet 9B. Do Assignment 4: Should Canadians Share?

Check to see that the student has made appropriate corrections.

Building a Drawbridge

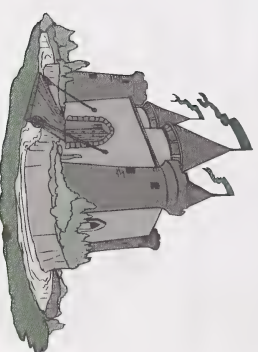
In Module 3 you built models of bridges. You tested materials and supports. In Module 9A you made a model bridge using only newspaper. Are you ready for a new bridge challenge?



When Sam and his family sailed into the dock in Peru, they sailed under several bridges. Then Sam noticed that the next bridge was too low for their sailboat to fit under. His mom explained that the bridge was a special type of bridge. The two sides of the bridge deck lift up to allow boats to go through. His mom said this type of bridge is called a **drawbridge**.

drawbridge: a bridge with a section or sections that can be raised and lowered

Sam said, “I have seen pictures of this type of bridge. It was used to cross moats at castles. The drawbridge could be lifted up to prevent enemies from getting into the castle. It could be lowered when the people in the castle wanted to go out.”

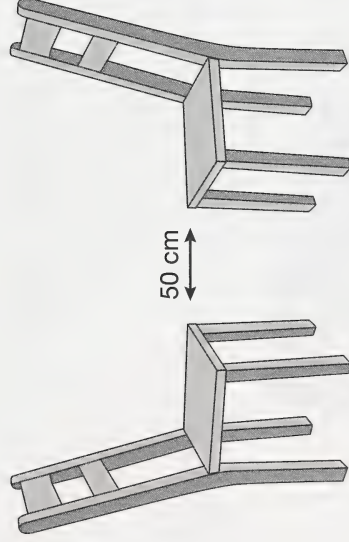


Imagine that your town or city needs a bridge that will allow tall sailboats to sail up a nearby river. You need to design a drawbridge that will lift up so the boats can get up the river. The bridge must be strong enough to support the cars and trucks that will need to drive over the river.

Build a model of the bridge using two chairs and the following materials:

- ruler
- heavy cardboard at least 60 cm long
- scissors
- string
- two full soup cans
- tape

Place the two chairs facing each other about 50 cm apart.



Now think of a way to design a movable drawbridge. Your bridge span must be strong enough to support two full soup cans.

Build the model drawbridge you designed. Use only the materials on the list. Be careful not to damage the chairs. Test your bridge span to make sure it is strong enough to support two soup cans. Remove the cans and test your bridge to see if you can raise and lower the deck.

Remember to use good workmanship when you make the bridge. If your first idea doesn't work, keep trying!



Go to Assignment Booklet 9B. Do Assignment 5: A Drawbridge.

Keep your bridge. You will use it again on Day 15.

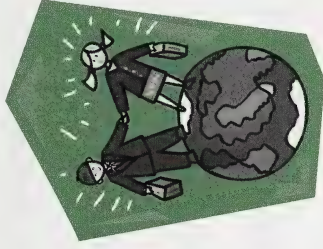
Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.



Looking Back

What did you learn about building bridges today? Would you rather build bridges between people or build model bridges?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

dialogue: the actual words that people or characters in a play or story say

drawbridge: a bridge with a section or sections that can be raised and lowered

Suggested Responses

1. Which punctuation marks tell you that someone is talking?

- ☐ question marks
- ☒ quotation marks
- ☐ exclamation marks
- ☐ periods

2. Nina made a picture using seeds. It was not just an art project—it was a science lesson too.

- | | |
|-----------------------------------|--|
| 3. an antonym for same: different | a homonym for know: no |
| an antonym for usual: unusual | a homonym for flower: flour |
| an antonym for new: old | a synonym for pretty: beautiful |
| a homonym for blue: blew | an antonym for easy: hard or difficult |
| a homonym for two: to or too | a homonym for weigh: way |

4. All reasonable ideas are acceptable. Answers may include the following:

- donate food
- donate clothing
- donate medical supplies
- donate materials for homes
- donate school supplies
- donate money to buy materials that are needed
- volunteer to build homes
- arrange for doctors or nurses to help the family
- volunteer to raise funds for the family
- volunteer to teach the children or the family
- arrange for teachers to go to the family's village

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Day 14

A Good Citizen

A citizen is someone who is a member of a country. Do you think that you are a good Canadian citizen? What kind of things does a responsible citizen do? You will think about these questions today.



Getting Started

Citizens of Canada enjoy many **rights** and **freedoms**.

While poverty exists in Canada, most Canadians have enough food, clothing, shelter, and water. Read the following list to learn more about the rights Canadians have. Discuss each of these rights with your home instructor.

- All Canadians are equal under the law.
- Men and women have equal rights.
- Canadians cannot be treated differently because of their religion, race, or country of birth.
- In the court of law, all Canadians are innocent until they are proven guilty.
- Canadians can live and work anywhere in Canada.
- All adult Canadians can vote and become a member of the government.
- Canadians have freedom of speech.

Along with these rights go **responsibilities**. A good Canadian citizen tries to act responsibly so that everyone can enjoy these rights and freedoms.



Discuss each of the rights with your student. Ask the student to explain what he or she thinks each right entails. Explain any misconceptions your student may have. See the Home Instructor's Guide for more information.

citizen: a member of a nation or state, with certain rights and responsibilities
A person can be a citizen of a country by birth or become one by going through certain procedures.

right: something a person should be able to expect or demand; a privilege

freedom: not being under the control of some other person or thing

responsible: having a duty to do or the ability to take care of something

Are you a responsible citizen? Find out by answering the following questions.

Write **yes** or **no** to answer each question.

- Do you believe that all people should be treated equally? _____
- Do you try to follow Canada's rules and laws? _____
- Do you try to protect the rights of others? _____
- Do you try to protect Canada's environment? _____
- Do you listen to the ideas and opinions of others? _____
- Do you try to build bridges with people? _____

If you answered yes to all of these questions,
you are a responsible citizen!

You will learn more about citizenship later today.



My Chapter Book



Take out your chapter book.

1. What happened in the chapters you read on Day 13?
Write a short summary to tell about the main events.



Spend time discussing the events that have happened in the novel thus far.

You know that most stories contain a problem. Since chapter books are longer than picture books, there may be more than one problem. Sometimes the problems build and build with each chapter.

What problems have arisen so far in the story? Is there a main problem in the novel? Does one character have a problem that other characters try to help solve? Discuss these questions with your home instructor.

Turn to the Suggested Responses on page 90 and correct your work. If you need help, ask your home instructor for assistance.

Share and discuss your interpretations of the problems that have arisen in the novel.

Check to see that the student has made appropriate corrections.



Take out your Reading Response Journal.

Begin reading your chapter book. When you come to a word, phrase, or idea you don't understand, write it in your Day 14 Vocabulary Log and find the meaning for it.

As you read, think about the problems the characters have. Are any problems solved in the chapters you read today? You will tell about this in today's Reading Response Journal activity.

When you have finished reading today's chapters, find the Day 14 activity in your Reading Response Journal and do it.



Put your Reading Response Journal back in your Writing Folder. You will need it on Day 15.

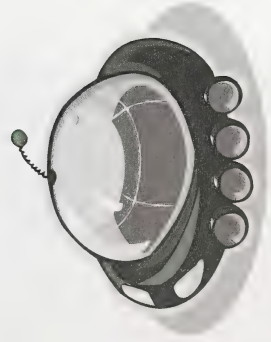
Write One More Story

At the end of grade three, most students in Alberta do a Provincial Achievement Test. If you do this test, you will be asked to write a story. You may be given a picture or a story starter to begin your story.

Students who do the test have to plan, write, and edit the story. The teacher who marks the story looks at your plan. The teacher will also check your story to see if there is a beginning that tells about the setting and characters, a middle that tells about a problem and describes the events, and an end that gives a solution for the problem. The teacher also looks for interesting and exciting details, descriptive language, and a story that makes sense. Spelling, punctuation, and capitalization are also checked.

You have learned a lot about planning, writing, and editing stories. Use what you have learned to write one more story. Use the following story starter.

Imagine that you come out of your house one day and discover a strange new machine. Tell about the adventures you have when you climb into the machine.





Take out a sheet of unlined paper and some paper with lines.

Choose a way to plan your story. You could make up a story chart, write an outline, draw a web, make a story map, make a story pyramid, or write a list of ideas.

Write Planning Ideas at the top of the unlined paper. Write your plan on the page.

Use your plan to write your story. The story could be in the form of a letter or a diary entry if you like. Use some of the story-writing strategies and ideas you have learned this year. Write a rough copy of your story on lined paper.



Put your plan and your story in your Writing Folder. You will edit your story on Day 15.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Grade Three Thematic

Silent Reading

You can read your chapter book during silent reading if you like.

World Citizenship

You are not only a Canadian citizen or a citizen of a country, but also a citizen of the world. You have looked at the many connections between Canada and the world. You probably realize that you must try to be a good world citizen too!

A good world citizen tries to make the world a better place for everyone. How can you be a good world citizen?

To be a good world citizen, here are some of the things you can do:

- Treat all people with respect.
- Work to change the world so everyone gets the same rights.
- Protect the environment.
- Support organizations that try to make the world a better place to live.

Each of the following students is trying to be a good global citizen. Read what Kadeen, Abigail, Noah, and Tonya have to say.





Kadeen

I wrote a letter to a Member of Parliament asking her to support the human rights of people in other countries.



Abigail

I help my family recycle newspapers, bottles, and jars. I ride my bike when I can so my mom doesn't have to start the car.



Noah

When my friend made fun of a visitor from another country, I explained that we should treat everyone with respect.



Tonya

I collected money for UNICEF. The money will be sent to children in the world who need food, clothing, and medical supplies.

2. Which student is helping an organization that is trying to make the world better?

- ☐ Noah
- ☐ Abigail
- ☐ Tonya
- ☐ Kadeen

3. Which student is trying to help others get their human rights?

- ☐ Noah
- ☐ Abigail
- ☐ Tonya
- ☐ Kadeen

4. Which student is trying to protect the environment?

- ☐ Noah
- ☐ Abigail
- ☐ Tonya
- ☐ Kadeen

How could you be a better world citizen? Think of one thing that you could do to be a better world citizen.

5. I could _____

The student may need assistance with making judgments about the citizenship qualities of characters. Discuss the characters with the student.

If none of the characters in the student's novel have shown good citizenship, ask the student to think of a friend or acquaintance who has shown good citizenship.

Check to see that the student has made appropriate corrections.

Think about the characters in the chapter book you are reading. Are any of the characters good citizens? What has he or she done that shows good citizenship?

6. Character's name: _____

7. This character showed good citizenship when _____



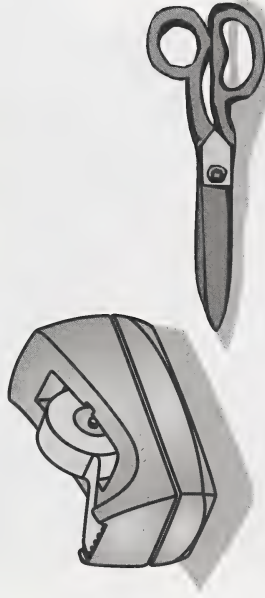
Turn to the Suggested Responses on pages 90 and 91, and correct your work. If you need help, ask your home instructor for assistance.

Working Safely

An important part of good citizenship is caring about others. When you care about others, you try to make sure they are safe, healthy, and happy.

Think about the drawbridge project that you did yesterday.

Did you use your scissors and tape dispenser safely? Tell your home instructor.



8. What did you do with your materials and tools when you were finished the project? Why did you do that?
-
-

The student will tell you about the safe use of scissors and tape dispensers.

Help the student understand that he or she should be aware of his or her personal safety as well as the safety of others when working with tools and potentially harmful materials.

Check to see that the student has made appropriate corrections.

Imagine that you are helping Sima, a grade one student, build a wooden birdhouse. You will need to use a saw, a hammer, and nails to build the birdhouse. You and Sima will paint the birdhouse after you are finished. You want to teach Sima about safety before you start the project. You have decided to make up a cartoon strip to help you teach her the safety rules. You will draw the cartoon strip in your Assignment Booklet.



Go to Assignment Booklet 9B. Do Assignment 6: A Safety Cartoon Strip.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Looking Back

Are you pleased with the story you wrote today? What do you like about it? What do you need to work on more? Do you think your teacher will enjoy reading it?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

citizen: a member of a nation or state, with certain rights and responsibilities

A person can be a citizen of a country by birth or become one by going through certain procedures.

freedom: not being under the control of some other person or thing

responsible: having a duty to do or the ability to take care of something

right: something a person should be able to expect or demand; a privilege

Suggested Responses

1. The summary should describe the main events that happened in the portion of the novel that you read on Day 13. You may need to skim through the chapters to confirm the summary.
2. Which student is helping an organization that is trying to make the world better?

- ☐ Noah
- ☐ Abigail
- ☒ Tonya
- ☐ Kadeen

3. Which student is trying to help others get their human rights?
- ☒ Noah
☐ Abigail
☐ Tonya
☒ Kadeen
4. Which student is trying to protect the environment?
- ☐ Noah
☒ Abigail
☐ Tonya
☐ Kadeen
5. You should have chosen a responsible way that you could become a better world citizen. Your answer may have included one of the following:
- treating all people with respect
 - helping to protect the environment
 - supporting organizations that try to make the world a better place
 - working to change the world so everyone gets the same rights
6. and 7. Answers will vary depending upon the novel that you are reading. You may need to check the novel to confirm your answer. An example might be a character who helped a new student from another country in his or her class.
8. You should have stored or put away tools and materials after using them. This prevents accidents that might happen should a younger child use a tool inappropriately or if a person tripped on scattered materials.

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Do you feel that you understand the characters in your chapter book? You get to know the characters in a novel really well because the story is longer. Today you will take a closer look at the characters in your novel.

You probably also understand a lot about building things. How could you improve the drawbridge you built on Day 13? What materials would you use to build a real drawbridge? Get ready to answer these questions and more!



Ask the student to answer each of the questions. If necessary, encourage your student to look back through the *Collections* books and other books that were read this year.

Getting Started

Think about the characters you have met in the stories you have read this year.

Which character was your favourite? Why? Which character was most like you? Can you remember an experience that a character had that was similar to an experience you have had? Discuss each of these questions with your home instructor.

My Chapter Book



Take out your chapter book.

1. What happened in the chapters you read on Day 14? Write one or two sentences to tell about something that happened to one of the characters.

Turn to the Suggested Responses on page 103 and correct your work. If you need help, ask your home instructor for assistance.

Check to see that the student has made appropriate corrections.

The characters are a very important part of a novel. Since a novel has several chapters, the author has time to tell you many details about the characters.

As you read today, pay attention to the characters in the story. What have you learned about each character? What words does the author use to describe the characters?



Take out your Reading Response Journal.

Continue reading in your chapter book. When you come to a word, phrase, or idea you don't understand, write it in your Day 15 Vocabulary Log and find the meaning for it.

When you are finished reading today's chapters, find the Day 15 activity in your Reading Response Journal and do it.



Put your Reading Response Journal back in your Writing Folder. You will need it on Day 16.

My novel is getting really exciting. How about yours?



Spelling

The spelling words for this part of the module are words that are often spelled incorrectly when students write stories and sentences. When you are editing your work, it is important to be able to find the words that are spelled incorrectly and to correct them.

2. Look at Abigail's outline story. Circle the words that are spelled incorrectly.

My cousin Sarah and I wantd to do somthin fun. Sarah said, "I kno a buatiful spot for a fort. Let's build a fort."

First we went to get some boards. Thay wer in the garage. We carrid the wod to the spot that Sarah had pickd out.

We used the boards and some small trees to build the walls of our fort.

"Whut else do we need?" said Sarah.

We went back to the garage agan. We brought a sheet of plywood for the roof of the fort. Sarah naid it on to the boards.

We had lots of fun playing games in the fort. We playd "Once upn a time" and pretended the fort was a castle. We playd pirates and pretended the fort was a pirate ship. We playd farm and pretended the fort was our barn. Whut a great day we had!

3. In the first column of the following table, write six words that Abigail spelled incorrectly. Spell the word correctly in the second column. An example has been done for you.

| Words Spelled Incorrectly | Correct Spelling |
|---------------------------|------------------|
| wantd | wanted |
| | |
| | |
| | |
| | |
| | |
| | |

4. What problem is Abigail having with the suffixes of some words?

Turn to the Suggested Responses on pages 103 to 105, and correct your work. If you need help, ask your home instructor for assistance.

Phonics

Today you will finish your Phonics book. You will show your teacher what you have learned about synonyms, antonyms, homonyms, and dictionary skills.



Go to your Phonics book. Read the instructions carefully and do pages 207 and 208 by yourself.



When you are done, carefully remove page 207 from your Phonics book. Put the page in your Writing Folder. You will send this page to your teacher on Day 18.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

You can read your chapter book during silent reading time if you like.

Edit and Rewrite Your Story



Take out the story you wrote on Day 14.

Now it's time to edit your story. Tell your home instructor what you will look for when you edit the story. Make up a title for your story too.

Edit your story now.

Did you remember to look for spelling errors and complete sentences?

Rewrite your story on lined paper. You can rewrite the story in printing or handwriting. Make sure your printing or writing is neat.



Put your story plan and story in your Writing Folder. You will send it to your teacher on Day 18.



The student will tell you about the things that he or she will look for when editing the story. If you feel it is necessary to review editing strategies with your student, look back to Day 6 in the Module 8A Home Instructor's Guide for more information about editing.

Improving Your Bridge

Do you find that each time you build something, you get a little smarter about building? Like the highway engineers, you have probably discovered that experience is a great teacher.

You have learned about different types of materials and the ways they can be joined. You have learned how to make structures strong and stable.

Think back to the drawbridge that you built on Day 14. In question 5 of Assignment 5, you thought of ways to make your bridge better. Find question 5 in your Assignment Booklet and reread what you wrote.



Allow the student to discuss his or her ideas, but do not offer suggestions at this time. Remind the student to consider available materials only.

Have you thought of any other ways to improve the bridge? How could you make it support more weight? How could you make the part of the bridge that lifts more stable? How could you make it easier to lift the bridge deck? Tell your home instructor some of your ideas.

Use your own ideas and materials to improve your bridge.

Materials

5. Materials I will use this time: _____

Procedure

6. Explain how you will use new materials or new designs to make a better bridge.

7. How will you test the drawbridge to see if it is stronger or more stable?
How will you make sure it is a fair test?

Turn to the Suggested Responses on page 105 and correct your work. If you need help, ask your home instructor for assistance.

Follow your plan and build a better drawbridge. When you have finished building your model, answer the questions in your Assignment Booklet.



Go to Assignment Booklet 9B. Do Assignment 7: Making Improvements.

Check to see that the student has made appropriate corrections.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Looking Back

Are you pleased with the way your drawbridge turned out? Do you think that you know more about building things now? Do you think you would like to be an engineer, designer, or builder when you grow up?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Suggested Responses

1. You should have written one or two sentences that tell about an event that happened to one of the characters in the story. You may need to skim through the chapters to confirm the answer.

2.

My cousin Sarah and I wanted to do something fun. Sarah said, "I knew a great spot for a fort. Let's build a fort."

First we went to get some boards. They were in the garage. We carried the wood to the spot that Sarah had picked out.

We used the boards and some small trees to build the walls of our fort.

"What else do we need?" said Sarah.

We went back to the garage again. We brought a sheet of plywood for the roof of the fort. Sarah nailed it on to the boards.

We had lots of fun playing games in the fort. We played "Once upon a time" and pretended the fort was a castle. We played pirates and pretended the fort was a pirate ship. We played farm and pretended the fort was our barn What a great day we had!

3. Any six of the misspelled words may have been chosen.

| Words Spelled Incorrectly | Correct Spelling |
|---------------------------|------------------|
| wantd | wanted |
| somthin | something |
| kno | know |
| buatiful | beautiful |
| thay | they |
| wer | were |
| carrid | carried |
| wod | wood |
| pickd | picked |
| whut | what |
| agan | again |
| naid | nailed |
| playd | played |
| upn | upon |

4. Abigail is forgetting to add the e for the ed ending.
5. Answers will vary. You may have decided to use stronger materials for the deck, such as a wooden board, several layers of cardboard glued together, or a multilayered deck made from craft sticks glued together. Stronger string, yarn, wire, or chain may be used to raise the drawbridge. Stronger joining materials, such as cloth tape or duct tape, tacks, and screws or nails instead of transparent tape, may be used.
6. You should have explained any changes made in the design of the bridge. For example, you may support the bridge deck with wooden slats or wire to make the deck stiffer, or you may use spools to create simple pulleys to raise and lower the drawbridge. You should have explained how the new materials will be used to make the bridge stronger or more stable.
7. You should make sure the test is fair by comparing one change and using the same type of mass (weights) to measure the strength. For example, you could find out if the bridge deck is stronger by placing soup cans on the deck to see if it will support more than the first deck did. You can test the lifting mechanism to see if the bridge can be raised more easily or if it can be raised without pulling away from the bridge deck.

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Today you will finish your chapter book. Are you enjoying it?

What are your favourite ways to share information about books? Do you like to act out stories, paint pictures, or write about stories? You will have a chance to choose your favourite way of sharing when you do a book report project today.



Getting Started

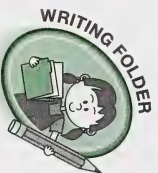
A good novel will keep you guessing to the end. As you read your novel, you probably make predictions about what will happen.

1. How do you think the novel will end?

Finishing Your Chapter Book



Take out your chapter book.



Take out your Reading Response Journal.



Finish reading your chapter book. When you come to a word, phrase, or idea you don't understand, write it in your Day 16 Vocabulary Log and find the meaning for it.

2. Did the book end the way that you predicted it would? _____

If you said no, answer the following questions: What happened? How did that surprise you?

If you said yes, answer the following question:
Which clues in the book helped you guess what would happen?

Later today you will complete a book report project to tell more about your novel.

I could not guess the ending of my book. The author kept it a surprise to the very end.



Turn to the Suggested Responses on page 118 and correct your work. If you need help, ask your home instructor for assistance.

Discuss the end of the novel. Was the ending obvious to you or was it a surprise? Share your responses with the student.

Check to see that the student has made appropriate corrections.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on your Day 11 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

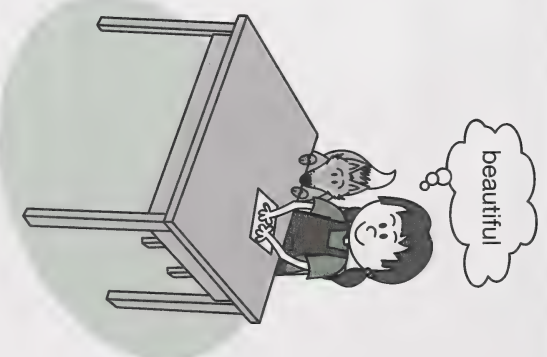
Check: See if you got it right or where you went wrong.

Discuss any spelling mistakes with the student.

Discuss the student's progress in handwriting.

Handwriting

Do you usually do your work in printing or in handwriting? Which is easier for you? Do you remember how to write all the letters in handwriting or do you need to check your handwriting chart? Talk to your home instructor about your handwriting skills.



Take out your interlined notebook or interlined paper.

Practise each of the lowercase and capital letters. Use the handwriting chart if you need to.

Did you have trouble with any letters? Practise the letters that you still find difficult.

In your Assignment Booklet, you will rewrite a paragraph in handwriting. You will also tell your teacher how you think you are doing with your handwriting.



Go to Assignment Booklet 9B. Do Assignment 8: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

My Book Report

Now that you have finished reading your chapter book, choose **one** of the following five activities. Read all the choices before you make a decision. The project will be sent to your teacher on Day 18.

Activity 1: Picture This

Think about the novel you read. Choose two scenes from the story and paint pictures of those scenes on unlined paper. Each picture should fill a whole page.

On a sheet of lined paper, write a few sentences to explain what is happening in the scene. Glue this information to the back of your painting when it is dry. Do the same thing with the second painting.

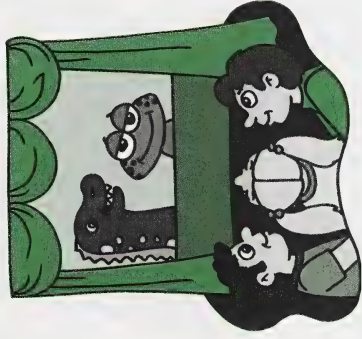
On Day 18 you will choose your favourite picture and description to send to your teacher.



Activity 2: Puppet Play Pals

Create a puppet for each of the main characters in the novel you read. You could make stick puppets, sock puppets, finger puppets, or paper-bag puppets. Use the puppets to act out three events from the book. Choose an important event from the beginning, the middle, and the end of the book. Practise a few times and then ask your home instructor to videotape your play.

If you do not have a video camera, ask your home instructor to record the dialogue as you speak.



On Day 18 you will send your videotape, CD, or audiotape to your teacher. If you do an audio recording, you will need to mail a puppet to your teacher too.

Activity 3: Dear Character

Write a letter to one of the characters in your novel. You could write to a character you like or to one you dislike. You can use your own ideas or use some of the following ideas:

- Ask the character questions about events from the book.
- Tell the character why you would like to meet him or her.
- Tell the character why you like or dislike him or her.

- Compare yourself to the character. How are you the same? How are you different?
- Compare your experiences to those of the character. Have similar events happened to you? What did you do? Do you think the character did the right thing?
- Tell the character why you enjoyed or did not enjoy the story or discuss which parts you liked the best.

When you write your letter, remember to include all the parts of a letter. Review the format for a friendly letter in Module 3B, Day 13.

On Day 18 you will send the letter to your teacher.

Activity 4: Filmstrip Fun

Divide a long strip of unlined paper into six sections. If you do not have a long paper strip, you can glue sheets of unlined paper together.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Draw a picture in each section to show what happened in the story. The pictures should be in order from what happened first to what happened last.

Roll up the strip of pictures. Show one picture at a time and retell the story.

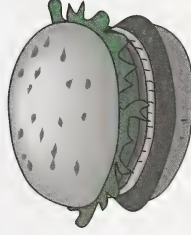
Practise a few times, then ask your home instructor to record your retelling using a tape recorder, video camera, or computer with recording capabilities.

On Day 18 you will send the audiotape, CD, or videotape, as well as your "filmstrip," to your teacher.

Activity 5: A Book Report Hamburger

Follow the instructions to make an interesting book report.

Use coloured paper to draw and cut out each of the shapes. Make each of the shapes about the same size. You can use a small plate to trace the circles.



- two circles on tan or white paper
- a red circle
- a green lettuce-leaf shape
- an orange square
- a brown circle

The tan circles are the bun for your hamburger. On one tan circle, write the title of your novel and the name of the author.

Module 9B: Inventions and Explorations



Assist the student by recording or videotaping the presentation.

The red circle is the tomato. Write the name of the main character on the red circle. Tell two things about the character.

On the green lettuce leaf, tell where the story takes place.

The orange square is the cheese. Write about three main events on it.

The brown circle is the meat. On it write about the most exciting part of the story.

The last tan circle is the bottom of the bun for your hamburger. On it write about the ending of the story.

Staple the hamburger layers together along one side with the title and author on the top. Does it look good enough to eat?



Put your book report in your Writing Folder.

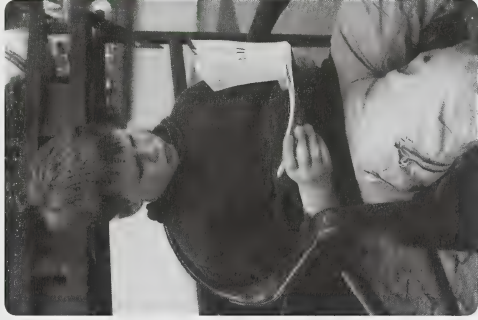
Make sure all the parts of your project are labelled with your name, the module number, and the day. You will send the project information to your teacher on Day 18.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Looking Back

Did you have fun doing your book report activity? What did you think of the book? Would you recommend it to a friend? Would you like to read another novel written by the same author?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Suggested Responses

1. You should have made a reasonable prediction about the end of the novel.
2. You should have indicated whether your prediction was accurate. In the second part of the question, you should have explained what happened in the novel or which clues lead to the accurate prediction.

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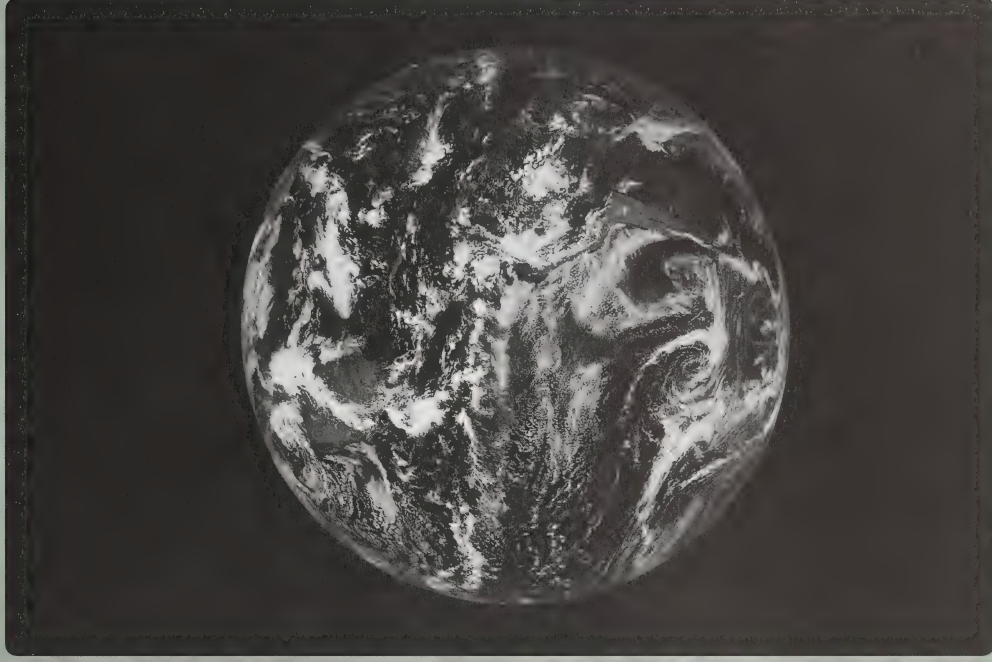
Day 17

Wishes for the World

How would you make your community and the world a better place to live? If you could make three wishes for the world, what would they be? You will think about these questions today.

In today's reading activity, you will read some wishes written by students living around the world. Although they live in different countries of the world, many of their ideas are alike. Do you think their wishes will be similar to yours?

Are you ready? It's time to begin!



The student will discuss ways to make the world a better place to live and think of three things that he or she would wish for the world.

Getting Started

You have learned that communities around the world are always wanting to improve the quality of life for the people living there. If you could make three wishes for the world, what would they be? Talk to your home instructor about ways to make the world better. Think of three wishes that you would make for the world.



Wishes from Around the World



Take out *Carving New Frontiers*.

Find the selection "My Wish for Tomorrow." Read each of the wishes. Are any of the wishes the same as yours?

1. In your own words, write down three of your favourite wishes from the selection.



Look at the illustrations and drawings in this selection. They were made by students.

2. Which is your favourite? Write the name of the student who created it.

Scan the student comments again. Write a word or short phrase that describes the main idea of each student's comment.

3. Kristel Acevedo Nevermann _____

4. Meadhbh Long _____

5. Cynthia Barreda Vilchez _____

6. Renato Reyes _____

7. Nadezsha Elizabeth Ann Perreira _____

8. Akanksha Hazari _____

9. Songye Lee and Aram Lee _____

Check to see that the student has made appropriate corrections.

10. Sonali Handalage _____

11. Rachel Tsang _____

12. Danwathie Devi Persaud _____

13. Agnieszka Fiedler _____

14. S. Özüm Basta _____

Turn to the Suggested Responses on pages 131 and 132, and correct your work. If you need help, ask your home instructor for assistance.

You will write your three wishes for the world in your Assignment Booklet. You will also draw an illustration to go with one of your wishes.



Go to Assignment Booklet 9B. Do Assignment 9:
My Wishes for the World.



Which Continent?

Read the student writing on page 72 of *Carving New Frontiers*. Abdullahi Ugas was born in Somalia. He moved to Kenya, to Sweden, and then to Canada. Abdullahi has seen three continents. Somalia and Kenya are in Africa, Sweden is in Europe, and Canada is in North America.

Did you notice the information written under each wish in “My Wish for Tomorrow”? The student’s name, age, and the country that he or she comes from is written below each wish.

You have worked with maps of the world many times this year. Do you think you can use your atlas to find the country that each student comes from?

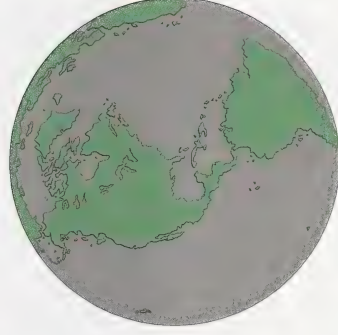
Take out your atlas. Find a map of the world that shows the name of each country. You may need to check on the map of the continents too.

Look back at each of the wishes. Try to find each student’s country. You will write the name of the continent where each country is located in your Assignment Booklet.



Go to Assignment Booklet 9B.

Do Assignment 10: Which Continent?



Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list on Day 11. Choose **one** of the following activities. Practise your spelling words and challenge words too.

- Write the words in alphabetical order in handwriting on the chalkboard.
- Find each word in the dictionary, write the word, and then write one meaning for the word. Also write the guide words from the dictionary page where you found the word.

- Write the word in handwriting and then tell how many syllables there are in it.

- Spell each word using magnetic letters, alphabet pasta, alphabet cereal, or letter tiles from a Scrabble game. Show your home instructor each word.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.





Silent Reading

Are you going to begin another novel? There are some suggested book titles on the inside back cover of *Carving New Frontiers*. Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Canada and the World

Everything in the world is connected. You know that animals are connected to the environment. Plants and other animals in their habitat provide them with food. The climate and changes in seasons affect them too. People can cause changes to habitats through pollution and destruction of forests or wetlands. Animals are affected in many ways by the changes in their habitat.

Tell your home instructor about the bear in the picture. What food does it get from its habitat? How is the bear affected by the climate? How is the bear affected by humans?



grizzly bear

Discuss the questions with the student. The grizzly bear eats grasses, fruits, small animals, and other food it finds in the forest. In the winter, most bears hibernate. Some grizzly habitat has been destroyed by humans and some bears are killed by traffic or by hunters.

diamond: a clear precious stone formed from pure carbon crystals
Diamond is the hardest substance known.

You may wish to look at a map and help your student locate Armenia in the western part of Asia.

People are also connected to the world in many ways. You have learned about some of the ways communities within Canada are connected to each other. You have also discovered that people in Canada are connected to communities around the world. They are connected by environmental concerns, health concerns, care for each other, culture and tradition, trade, jobs, and language.

Read the following examples of world connections.

Diamonds have recently been discovered and mined in the Northwest Territories. The diamonds are most valuable when they are cut into the precious stones used in jewellery. The owners of the mines knew that they could sell diamond jewellery to other countries. Unfortunately, few people in Canada knew how to cut the stones to make them into jewels.



The owners of the mines began to advertise around the world for people who know how to cut the stones. Some people from Armenia, a small country in the western part of Asia, decided to move to Canada to take this job. They cut the stones into diamonds. They also began to teach Canadians this skill.

15. This example shows how Armenia is connected to Canada by

- ☐ language
- ☐ culture
- ☐ jobs
- ☐ environment

The smoke from a factory in the United States caused acid rain in Canada. Canadian lakes and rivers were harmed by the acid rain.

16. This example shows how Canada is connected to the United States by

- ☐ language
- ☐ culture
- ☐ jobs
- ☐ environmental concerns



The students in a classroom raised money to adopt a **foster** child in Sudan. The money they raised paid for clothing, food, education, and medical care for the child.

17. This example shows how Canada is connected to Sudan by

- ☐ trade
- ☐ care for others
- ☐ jobs
- ☐ language

foster: giving or receiving a home and parental care and upbringing by someone who is not a parent by blood or adoption, usually for a short time

You go to the grocery store and buy mandarin oranges from Japan. You also buy lettuce from Mexico.

18. This example shows how Canada is connected to Japan and Mexico by

- ☐ trade
- ☐ care for others
- ☐ jobs
- ☐ environmental concerns



A flu outbreak happens in China. Doctors prepare a **vaccine** and give Canadians a flu shot. The World Health Organization warns people not to travel to the area in China with the flu outbreak.

19. This example shows how Canada is connected to China by

- ☐ trade
- ☐ health concerns
- ☐ jobs
- ☐ environment

These kinds of connections to other countries and communities influence the quality of life in the communities where people live.

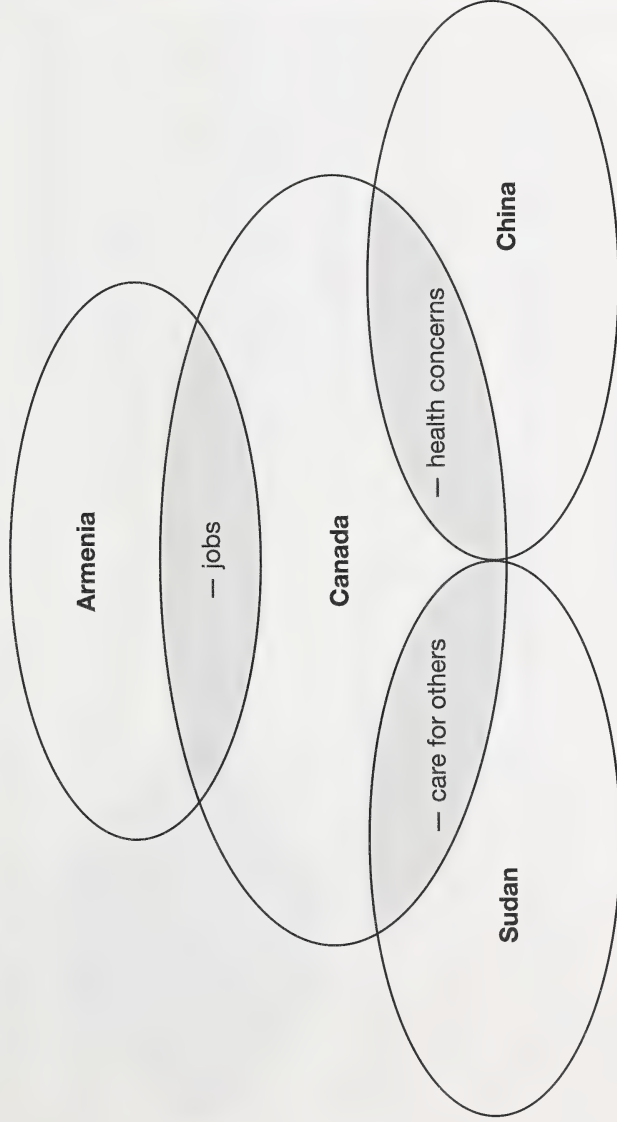
Turn to the Suggested Responses on pages 132 and 133, and correct your work. If you need help, ask your home instructor for assistance.

vaccine: a liquid made from weakened viruses of a disease
People are protected from the disease by taking the vaccine by needle or by mouth.

Check to see that the student has made appropriate corrections.

Weaving a Web

You can show how Canada is connected to other countries by creating a web.



You will complete a web in the Assignment Booklet. Look through Modules 8B, 9A, and 9B to find ways that Canada is connected to other countries in the world. Write the name of a country in each circle. Write at least one way that country is connected to Canada. You can use the examples from today's lesson too.



Go to Assignment Booklet 9B. Do Assignment 11:
World Connections Web.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.

Looking Back

You are nearly finished the last module of grade three. Are you excited about all the things that you have learned this year? Do you think your wishes for the world could come true?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

diamond: a clear precious stone formed from pure carbon crystals

Diamond is the hardest substance known.

foster: giving or receiving a home and parental care and upbringing by someone who is not a parent by blood or adoption, usually for a short time

vaccine: a liquid made from weakened viruses of a disease

People are protected from the disease by taking the vaccine by needle or by mouth.

Suggested Responses

1. You should have written any three wishes from the selection.
2. You should have chosen a favourite illustration and written the name of the student who created it.
3. Kristel Acevedo Nevermann: share the world or share
4. Meadhbh Long: be friends or stop fighting
5. Cynthia Barreda Vilchez: have a good heart
6. Renato Reyes: remember old people
7. Nadezsha Elizabeth Ann Perreira: peace

Module 9B: Inventions and Explorations

8. Akanksha Hazari: love each other or love
9. Songye Lee and Aram Lee: be kind
10. Sonali Handalage: make friends
11. Rachel Tsang: be friends
12. Danwathie Devi Persaud: live without fear
13. Agnieszka Fiedler: cities for disabled people or designs for disabled people
14. S. Özüm Basta: more space agencies or explore space
15. This example shows how Armenia is connected to Canada by
 - ☐ language
 - ☐ culture
 - ☒ jobs
 - ☐ environment
16. This example shows how Canada is connected to the United States by
 - ☐ language
 - ☐ culture
 - ☐ jobs
 - ☒ environmental concerns

17. This example shows how Canada is connected to Sudan by

- ☐ trade
- ☒ care for others
- ☐ jobs
- ☐ language

18. This example shows how Canada is connected to Japan and Mexico by

- ☒ trade
- ☐ care for others
- ☐ jobs
- ☐ environmental concerns

19. This example shows how Canada is connected to China by

- ☐ trade
- ☒ health concerns
- ☐ jobs
- ☐ environment

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You have almost completed Module 9B and grade three. Today you will look back at some of the things you have learned. Have you reached all the goals you set for yourself this year? Have you discovered new interests?

What will you do to be a good global citizen? How can you improve the world for everyone? You will choose a way to make a difference in the world.

Get ready to celebrate the end of another year in your journey of learning!



Encourage the student to flip through the books that were studied this year. Ask the student to tell you why the character and story were favourites.

Take this opportunity to assist your student in sharing and reviewing the various learning experiences of Grade Three Thematic.

Getting Started

You have learned many facts about people, places, and things. You have met people from many cultures and read stories about many subjects. What stands out in your mind?

1. My favourite character was _____.
2. My favourite story was _____.
3. One fact I learned this year is _____.

Take a Trip Back

What do you remember about this year's activities? Get ready to take a journey back to each module you have studied.

Module 1: Changes

Think back to the first module. You learned about changes in your community and in the animal world. Do you remember the poem about the first day of school and your hopes for the coming year?



How have you changed this year? What new skills have you learned? Have you improved your work habits or behaviour?

4. List two ways you have changed.

What changes have happened in your community this year? Have new homes, parks, or businesses been built? Has a storm or fire occurred in your community?

5. List two changes that have happened in your community since you began grade three.

Module 2: I Can Make a Difference



In Module 2 you learned about ways that people make a difference in their communities.

Do you remember the students who saved an old maple tree from being cut down? Do you remember the girl who made a change in a pet store?

6. How have you helped your community or family this year? How have you made a difference?

Module 3: Tales from Around the World

This module took you on a trip around the world. You read tales and stories from many countries. Do you remember all the different versions of Cinderella from around the world?

Think about the tales that you have been told or that you have read this year.

7. Draw and colour a character from your favourite tale. Write the title of the tale or the character's name under your picture.



Module 4: What Is Happening?

In Module 4 you travelled under the surface of the Earth. You explored caves and the undersea world. You studied the land of the Inuit and a Canadian community, and you learned about rocks and minerals.

8. Imagine that you live in the Arctic in an Inuit community. What would be your favourite thing about living there? What would be your least favourite thing? If you live in an arctic community, tell what your favourite and least favourite things are about living there.

Module 5: Clues

In this module you played the role of a detective. You read about dinosaurs and the people who study them. You learned more about soil too.

9. Can you remember what a fossil is? Why do scientists study fossils?



Module 6: Look and See

In this module you spent time with a grandfather and his grandson as they canoed on a Canadian lake. You also met a little girl named Lotus. As you read, you learned more about how authors use sensory descriptions to help you “See” an image.

10. What do you like most about nature? Write a short poem describing something from nature. You can write a haiku, a rhyming couplet, or a cinquain if you like. Include words that help the reader see, hear, smell, taste, or feel the thing you are describing.



Module 7: Listen, Touch, Taste

In Module 7 you used all your senses to look, listen, taste, and touch. Do you remember the little boy who ate crab and fufu? In this module you found out how the sense of touch can be very important to the survival of sea animals.



You learned that different places in the world have different food customs. The foods that are easiest to grow in an area become staple foods. Do you remember some of the recipes from around the world that you tried?

When you have finished today's activities, you might want to celebrate the end of this module with a special snack. Ask your home instructor if you could prepare a party snack. Pick something that is tasty and easy to prepare. You might even choose to make a snack from another country in the world!

Module 8: The New World

In this module you met young people who left their homes in search of a better way of life. Do you remember Pettranella, Booker Washington, and Marisol?

11. Are you happy that you live in Canada? List three reasons that you are glad to live in your community.

Module 9: Inventions and Explorations

In the module you are just finishing, you looked at many new inventions. You learned more about global connections and about building things.

Imagine you could hire a group of talented inventors. You want them to invent something that would make this a better world for everyone.



12. What would you ask them to invent?

You have had a chance to think about some of the things that you have done this year. At the end of today's work, you will complete a course survey to tell your teacher how you felt about Grade Three Thematic.

Turn to the Suggested Responses on pages 149 and 150, and correct your work. If you need help, ask your home instructor for assistance.

Spelling

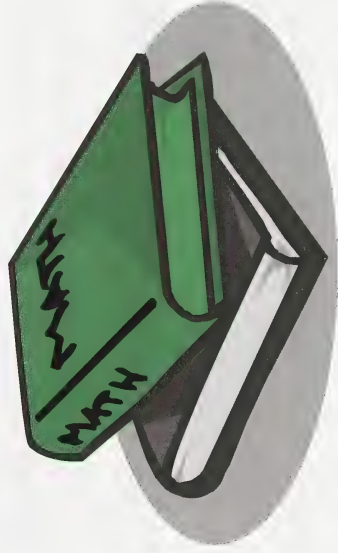
It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 9B. Do Assignment 12: Spelling Test.



Go to Grade Three Mathematics.



Check to see that the student has made appropriate corrections.

Refer to the Home Instructor's Guide for the spelling dictation.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Be a Good Global Citizen

On Day 17 you made some wishes for the world. How can you help these wishes come true? If everyone in the world did just one thing to make the world a better place, just think of the changes that could occur!

A good global citizen

- helps other people in the world
- takes care of the environment
- respects the rights, culture, and language of others

There are many ways to make a difference in the world. You can support organizations that help others by volunteering your time, fund-raising, or donating goods.

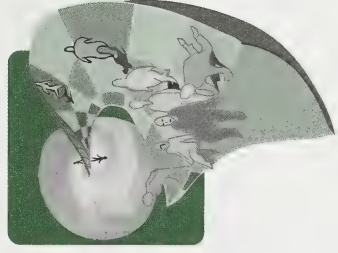
You can keep the environment clean by reducing, reusing, and recycling. Activities like planting trees and cleaning up garbage help the environment.

You can show respect for others by appreciating their traditions, languages, and stories. You can listen to other people's opinions and encourage others to respect the rights of everyone.

13. Think of two actions that you will take to help make the world a better place.

Be a good global citizen! Try to do these actions over the next few weeks.

Turn to the Suggested Responses on page 150 and correct your work. If you need help, ask your home instructor for assistance.



Help the student decide on two actions he or she will take to be a good world citizen. This could be a family commitment if you like.

Check to see that the student has made appropriate corrections.

Sharing Your Work

You have learned many things in Module 9. Look back at the work in your Writing Folder, Assignment Booklet, and Student Module Booklet.



You have written a book for a young child and a story about a fantastic machine. You have read a novel and recorded information about the novel in your Reading Response Journal. You also chose a book report project about your book. You have built many models and tested them and you have learned about communities around the world.

It's time to share your work with your family and friends.

Pick two examples of your work that you are especially proud of. Share what you learned. Encourage the audience to ask you questions about your work. Can you answer their questions?

Look back at other work samples that you have saved. How has your work improved?

Look back on work samples that the student has gathered over the year. Compare the work samples your student chose today to samples of work completed earlier in the year. Discuss improvements.

My Goals

Congratulations, you have completed Grade Three Thematic! What goals have you reached this year?

If you need to, look back at the goals you set on Day 1 of Module 1A, Day 1 of Module 4A, and Day 1 of Module 7A.



Go to Assignment Booklet 9B. Do Assignment 13: My Goals, and complete the Student Learning Log.

Story Time

Find a favourite spot and relax. Your home instructor will read a story to you.



Module 9B: Inventions and Explorations

Looking Back

Way to go! Grade three is completed! What are some of your best memories of this year? What would you like to learn more about? What goals do you have for next year?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 9B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 9B to the teacher.

Help the student fill out the course survey for Grade Three Thematic.

Suggested Responses

1. You should have indicated which character was your favourite.
2. You should have indicated which story was your favourite.
3. You should have written a fact that you learned this year. This may be a fact discovered in reading selections, science, social studies, or independent research.
4. You should have told about personal changes. This may involve new things you have learned, physical changes, or changes in your work habits.
5. You should have listed two changes you have observed in the community.
6. You should have told about ways you have helped improve the community or helped family members. In Module 2 you were asked to plan and take an action that would benefit the community. Did you do it? Did you attempt other positive actions?
7. You were asked to draw and colour a favourite character from a tale you read this year. The title of the tale or the name of the character should be shown under the picture.
8. Your answer should show some knowledge of what life would be like in an arctic community. You may have commented on the weather, natural features, how less services may be available, how travelling distances to other places are greater, and so on.

9. Fossils are the remains of plants or animals that lived long ago and that have been preserved in rock. Scientists study them to learn about the world in the past.
10. You should have written a short poem telling about some aspect of nature. You were asked to use sensory words. Did you create a sensory image? Did you write a haiku, a rhyming couplet, or a cinquain?
11. You should have listed three reasons you are happy to live in your community. The reasons may include the rights and privileges of Canadians, physical comforts, services and goods that are available, or natural features (such as lakes and mountains) of the local environment that you enjoy.

12. You should have thought of an invention that would be beneficial for the world, for example, something that would clean the environment; new non-polluting transportation; space inventions; new easy-to-grow food for hungry populations; new vaccines for diseases; new ways for governments to work together; and so on.

13. You should have listed two actions you plan to take toward making the world a better place.

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Module Summary

It's time to celebrate! You've completed Grade Three Thematic!

Share the things you have learned with your friends and family. Celebrate with a special snack!

In Module 9B you learned about

- global citizenship
- reading novels
- exploring space
- life in Peru
- building drawbridges

Remember to keep reading and to keep trying to make the world a better place!



Congratulations!

You have finished all nine modules of

Grade Three

Thematic



Grade Three **Thematic**

**Module 9B:
Appendix**



Reading Response Journal

Title of My Novel: _____

Author of My Novel: _____

My Name: _____

Day 12: Reading Response Journal

Vocabulary Log

[illegible]

Day 12: Reading Response Journal

1. What is the setting in the first chapter?

2. Does the story happen in the present, past, or future?

3. What do you think will happen next in the story? Write your prediction on the following lines.

Day 12: Reading Response Journal

4. Who are the characters in this book? Draw two characters from the story. Use the descriptions from the story to show what the characters look like. Write the characters' names under the pictures. Write a sentence to tell something you learned about each character.





Day 13: Reading Response Journal

Vocabulary Log

[illegible]

Day 13: Reading Response Journal

The dialogue in a book can help tell you how a character is feeling.

- 5. Complete the following table. Write three dialogue sentences from the chapter book. Remember to put quotation marks around the speaking parts. Then tell how the character feels at the moment the words are spoken.

| Dialogue Sentence | Character's Feeling |
|-------------------|---------------------|
| | |
| | |
| | |

Vocabulary Log

[illegible]

Day 14: Reading Response Journal

Use complete sentences to answer the following questions.

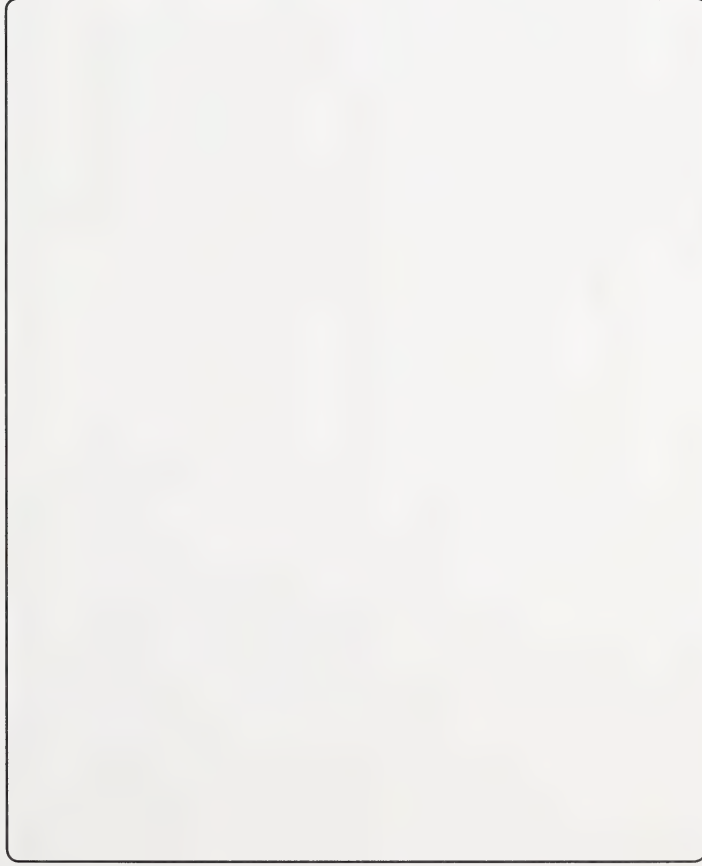
6. What is the main problem in the novel?

7. Which character has this problem?

8. Tell how the character solved or might solve this problem.

9. Choose one of the following sentence starters. Copy the sentence starter and then complete the sentence on the lines provided. Draw a picture to illustrate the problem.

- Another problem a character had in this story is . . .
- A character in the story helped another character solve a problem when . . .
- I had a problem just like a character in this story and I solved the problem by . . .
- A problem that was solved in today's chapters was . . .



Day 15: Reading Response Journal

Vocabulary Log

[illegible]

Day 15: Reading Response Journal

In an interesting novel you get to know the characters very well. You can begin to predict what they might do and why they might do it. Choose **one** character from your chapter book and complete the following tasks.

10. Describe one of the important events that happens to the character in the novel.

11. Tell what the character does during this event.

12. Tell why you think the character behaves as he or she does.

13. Would you behave the same way? Explain why or why not.

14. Write some of the words that the author uses to describe the character.

Vocabulary Log

[illegible]

